

The **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 28

APRIL, 1956

NUMBER 10



Picture legend, page 222

Featuring— Educational and
Vocational Guidance

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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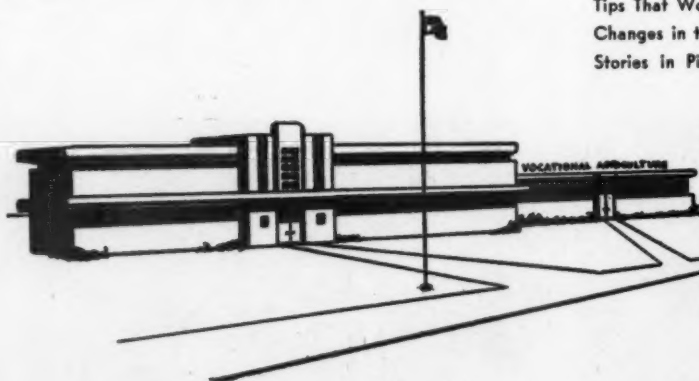
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Guidance Is Everyone's Responsibility

PAUL M. HODGSON, Teacher Education, University of Delaware

When one looks at the term guidance and realizes that it has about as many different connotations and meanings as there are persons who use it, he may become somewhat confused as to where he, in his particular educational assignment, falls into the total scheme of guidance for the individual student. Whether we call it vocational, personal, group, pre-school, occupational, or any name you may coin, we in school work have our major responsibility centered in guidance. A library reference list on vocational guidance may range in titles from "Be Yourself" to "One Hundred and One Ways to Be Your Own Boss" with numerous other books on specific applications of guidance in between. One often hears it said that Guidance is everyone's responsibility; but we in education must beware that "everyone's responsibility" does not turn out to be "no one's responsibility" or that we look only to the person with a title including the word "guidance" to handle this phase of our educational program.

A critical look at the development in this field of guidance in terms of meanings and implications should be a must for educators today. Only through such a look can one see, develop an understanding of and be prepared to accept his responsibilities for service to youth and adults in the area of Education through guidance.

If teaching is guiding the "thinking and doing" of students, then our responsibility as educators is to help them set for themselves worth-while and attainable goals toward which this "thinking and doing" can be directed and to help them move effectively toward these goals. It makes little difference by what specific name we call this guiding or guidance, but it does make a difference how much understanding we get and how much enthusiasm and effort we are willing to put into the contact we make with the persons with whom we work.

These persons with whom we work will mean something different to each of us. To a teacher, they are students working under his direction in the classroom, laboratory, shop, field trip, home farm, community activity or in the broad operation of the total school program wherever he meets them (study hall, cafeteria, corridor, athletic events, etc.). To a supervisor, they are the teachers as he sees them working with students doing the things mentioned above, teachers participating in area and state meetings, teachers as he gets to know them through correspondence or in their own homes. To a teacher trainer, they are young men preparing to teach as he works with them in the classroom and sees them in all phases of college life and in their practice teaching programs, and they are teachers in service working to improve their teaching through graduate work, short courses, conferences or use of teaching aids and instructional material which he helped to make available. To the school administrator, they represent the entire school

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Let's Quit Kidding Ourselves

S. S. SUTHERLAND, Teacher Education, University of California

For some thirty-eight years we have been engaged in a program of vocational education in agriculture as provided for in the National Vocational Acts. Many of us have devoted our entire professional lives to this program and have seen it accomplish much of which we can be proud. We have seen it make many contributions to general as well as vocational education. We have seen thousands of farm boys "make a beginning and advance in farming" and thousands trained "for proficiency in farming."

Perhaps even more important, we have seen teachers of vocational agriculture become far more than teachers to their pupils. We have seen many of them develop into the most effective guidance counselors in the school system, giving advice and counsel to their students, not only on matters pertaining to vocations, but also on the whole gamut of personal problems that face the adolescent and the young farmer.

The agricultural teacher is a realist. Being a realist, he very quickly learns to deal with things as they are, and not as they are supposed to be. He finds very early in his career that not every boy in his classes can become, plans to become, or wants to become a farmer. It soon becomes apparent to him that while vocational agriculture was planned originally for the boy who will not continue his formal education after high school, still many of his pupils plan to go to an agricultural college; that an increasing number are considering occupations in agriculture other than farming—occupations which require a college degree.

After a few years on the job, he checks up on his graduates and ex-students and finds many who are in non-farm and even non-agricultural occupations. Perhaps he finds a majority of his former students in non-farm work.

He soon learns that he doesn't have complete control of who shall be enrolled in vocational agriculture classes; that some town boys who profess an interest in agriculture are assigned to him; that he is expected to take his share of the pupils in the school who "don't seem to fit anywhere." He learns to accept them and to do what he can for them. As a matter of fact, his major concern soon becomes the individual pupil and what seems best for him—vocationally and personally. A pupil-centered approach to teaching is to him a reality, not just a textbook phrase.

Perhaps it behooves those of us who are concerned with the training and supervision of these teachers and with the administration of this program to take a leaf from their books and to deal with conditions as they are, rather than with what they were two or three decades ago.

The thirty-eight year period since the first National Vocational Act was passed has brought many changes—changes in farming, changes in the secondary school,

(Continued on page 227)

Editor's Note—The article on page 224 by Nichols continues the discussion of the question raised by Sutherland and offers suggestions for solution. Also, see Hopkins' article on page 225.

Records can help teachers and pupils

Some of the "tools" you will need in guiding your pupils

GUY E. TIMMONS, Teacher Education, Michigan State University



Guy E. Timmons

RECORDS to the skillful teacher are as tools to the carpenter, not instruments of finality in themselves but rather analytical devices to aid in coping with human problems with which teachers are confronted. Like the hammer and saw in the hands of the amateur carpenter, so too are records in the hands of the unskilled teacher. Next to the student involved, it must be assumed that the individual classroom teacher is the key person in the guidance or counseling process. Adequate records and their effective use are absolute essentials in the student's educational program.

Records Are Tools

Mere records, as mere carpenter tools, are not the important element. The crucial element is "how best to use these 'tools'" in fruitful, purposeful teaching and/or counseling endeavor. The skilled carpenter in building a cabinet employs many tools—saws, hammers, chisels, planes, just to name a few. Each tool is specifically designed for a particular job. So too, are records in skilled teaching and its counseling elements. Records of various types constitute valuable diagnostic tools in counseling. Like the carpenter's tools and their specific uses, records in counseling can be effectively used in solving specific problems of an individual. When viewed in part, records often seem vague and meaningless, but when studied as a composite, they quite often add up to be meaningful and form a scientific basis for understanding an individual.

Some Suggested Record Types

Records used in guidance and counseling work generally fall into six broad categories. Briefly stated and described in terms of their guidance-counseling values, they are as follows:

Cumulative records—Essentially, cumulative records are the composite of individual items of information pertaining to a given individual. Their chief value as a guidance tool is that they serve in summarizing significant items of a case history and emphasize the direction and rate of development of the individual's traits. Forms for recording cumulative data may be secured from various sources. The American Council on Education has developed a very comprehensive form for this purpose. Many teachers prefer to develop and use their own cumulative data forms. Items such as name, address, date of birth, parents'

names and parent information, religious affiliations, extra-curricular activities, various achievement, aptitude, psychological and similar test scores and related data will be collected and recorded on such a form.

Merely collecting and recording such data on a form does not guarantee effective use of the data in helping students. Most teachers, as observed, do a fairly good job of collecting data, but fail miserably in analyzing, interpreting, and in making application of the facts. The teacher must have a sound knowledge of what the data mean, and how he can employ the facts toward obtaining maximum growth and development of the individual. As an example, a student's record shows that he is in the second decile in reading comprehension. What does this mean? How can this fact be used to aid the student? The fully informed and understanding teacher will not think that the student has a permanent handicap and pass off the case as being hopeless. Rather, the good teacher will look at many factors to get at specifics for the good of the student. The student may be referred to an eye specialist to determine if there are ailments or physical defects that form a block; he might ascertain reading habits, educational experiences, and many other factors in order to remove causes and thereby effect further improvement in the student's reading comprehension.

The chief weakness of cumulative records lies in the fact that they are a summary which omits many significant facts that the recorder is unable to enter because of space limitations and other factors. When properly supplemented with other tools and complete understanding of its use, the record will prove to be indispensable.

The interview record—Through the use of the interview, an individual usually has his thought processes accelerated and reveals many things about himself of which he is not fully aware. To the trained interviewer (who later records such items), such revealed information may be quite meaningful and valuable in diagnosis. Interviews may be classified according to purpose: (1) to get information, (2) to give information, (3) to get, or give advice, (4) to secure or grant some favor, or, (5) to get, or give therapeutic aid. Interviews may be classified in other than these ways, but for guidance purposes this classification would seem adequate. Much more important than any classification of interviews, is the fact that it must be remembered that the interview is a method of education, always personal, always purposive, and should always be professional.

Attitudes, likes and dislikes, attachments, hostilities, aversions toward races

and individuals, relationships within the family, between siblings and the like—these and many other highly significant factors which develop personality traits can best be obtained through the interview with proper rapport between teacher and pupil. The interviewer must be alert to revealed facts and must record these significant facts immediately following the interview.

Time-use form—This is a form on which the student enters how his time is employed. It gives good insight as to the student's extra-curricular activities, his hobbies and the like, which furnish further analytical data in arriving at an understanding of the individual. One of its chief values is that it enables the student to do some objective self-evaluation in order that he might better use his time to obtain those goals or levels of achievement to which he might aspire.

A student may be failing in certain scholastic areas. He may rationalize that his supervised farming practices may be taking too much of his time to permit him adequate preparation time for his scholastic work. Careful analysis of the time-use form may point to time being wasted in a study hall, at noon, or some other time. The student can thus see a way clear of adjusting his time-use in order to secure adequate preparation and still not detract from his supervised farming program activities. It also enables the student to evaluate time being expended in certain activities in comparison with results obtained, and thereby furnish a scientific basis for curtailment or expansion of certain of his activities.

Anecdotal records—Such records are a brief written description of a student's behavior and remarks. These anecdotes concerning a given student should be collected and recorded over a period of time and added to the cumulative record. This type of record when faithfully recorded by the teacher, yields data descriptive of intangible but important personality traits or behavior.

Quite often when they are added to other case data, they yield an insight into the student's personality not available from other sources. Such recordings as, "John had difficulty in getting along with James in class today," if repeated in several instances or situations might reveal a personality maladjustment that might not be readily detected through other means.

Autobiographical records—Student autobiographies often furnish evidence of personal experiences and information that is too intimate to be revealed in a face-to-face situation. Physical handicaps and family relationships are good examples of information that can be secured through this medium. A student may have a hearing impairment of which he may be very self-conscious. Such a handicap may go unnoticed except for the fact that it might be revealed in an autobiography. Some students are more at ease in revealing these kinds of personal facts on paper rather than in a face-to-face situation.

Diagnostic test records—Tests to measure vocational aptitude, psycho-

(Continued on page 221)

You can assist your Vo-Ag students through - - -

Rendering occupational guidance

H. T. PRUETT, Teacher Education, Alabama Polytechnic Institute



H. T. Pruett

A good vocational agriculture teacher is one who understands people and their behavior, and is able to develop vocational agriculture programs suited to their needs. To be able to develop such programs, a considerable amount of guidance is essential to

effective teaching and wholesome learning. There are many aspects of guidance. The society in which the pupil lives has become more complex, confronting him with problems that were unknown to the youth of yesterday. Therefore, the only aspect of guidance which will be discussed in this article will deal with occupational guidance. Occupational guidance is the process of assisting an individual to choose an occupation, prepare for it, enter upon the work, and make progress in it.

The average vocational agriculture teacher is not a professionally trained guidance worker. However, the knowledge he has of farm people, his interest in farm people, his college training and the very nature of the work in vocational agriculture lend themselves to the opportunities in the area of occupational guidance. The vocational agriculture teacher, in a sense, is a guidance worker.

Know the Occupations

How can the teacher give better guidance in assisting students to make occupational choices?

1. Keep an occupational file of current occupational materials, clippings from current magazines and materials that can be secured from reliable sources with a post card.
2. If occupational materials are not organized in the school library, vocational agriculture teachers should organize them within their own departments.
3. One good technique for assisting a boy in studying the possibilities of a certain occupation is to give him a manila folder and ask him to collect information from magazines, newspapers, through interviews and other sources. Over a period of a few weeks, he will develop many insights into a given occupation.
4. Some class time may be devoted to occupational guidance, studying vocational opportunities and trends.
5. Special FFA programs may be given dealing with opportunities in the various occupations.
6. Career days are becoming very popular. A day is given to the three upper grades in high school in which

persons from many professions and occupations come to the school and discuss, in groups, the various occupations.

7. Vocational agriculture teachers should have a good knowledge of the curriculums of all of the colleges in the state and the opportunities that each college has to offer in the way of scholarships, loans, awards, and work opportunities for students. College catalogs from the institutions, both state and private, should be standard supplies in the teacher's office.
8. The vocational agriculture teacher should be in close contact with fertilizer dealers, seed dealers, poultry processing plants, feed mills and feed dealers, implement dealers and others who are often anxious to employ vocational agriculture students.
9. More and more is being done in the area of placement for farm experience. This partially solves the problem of boys who are interested in vocational agriculture but who do not have adequate facilities for a supervised farming program. It also gives the student an opportunity to learn approved farming practices and an opportunity for him to earn some money. In order to do much about placement for farm experience the teacher must know a great deal about the community, the people, and where these opportunities are. There should be lots of occupational guidance in this area.
10. The vocational teacher can give valuable guidance in the ABC's of planning a successful interview.
11. Activities in a vocational agriculture program should provide for a wide range of abilities. Teachers do not wish to teach all people alike. Boys should not be made to believe that they have abilities that they do not possess. However, they should have opportunity to participate in activities that will help them to discover their abilities, and that will offer opportunities for developing self-confidence through the use of their best abilities.

Know the Pupils

For the teacher with little or no preparation in guidance, the following suggestions may be helpful.

1. Be as well informed as you can concerning the background of each pupil, including his home background, out-of-school activities, achievement records, social and personal problems.
2. Show a serious and sympathetic interest in any problem that your pupil may present.
3. Give pupils the feeling that you will keep in complete confidence any

problems they discuss with you.

4. Raise problems with the pupils if you feel that you can be of help on the basis of observations that you have made in class, or elsewhere.
5. Help pupils think through their problems, but do not tell them the answers. Rather, you should help them find the best answers.
6. Encourage pupils to come to you for a follow-up visit concerning a problem.
7. Suggest to the pupil where he may go for additional help and information. □

Records can help - - -

(Continued from page 220)

logical patterns, personality, achievement, reading ability, vocational interest and the like, reveal individual differences oftentimes not otherwise obtainable. A test in reading ability might show that a given student has a serious reading disability that might be corrected, and/or resource materials given the student to work with might be geared to his indicated ability in reading. Data thus collected, however, have diagnostic significance only in relation to case data.

Pitfalls to Avoid

Skill, time, and careful planning are absolute essentials in establishing records to be used effectively in guidance and counseling programs. Objectivity must be the constant keynote. Generalized blanket characterizations, (i.e., "he is rather dull," "he is lazy," et cetera) that are meaningless and oftentimes purely subjective, must be replaced by specific incidents to gain an objective picture of understanding—"He reads his assignment in agriculture but fails to comprehend what he reads," et cetera). All teachers must lend sincere aid and contribute if complete, accurate records are to be established for the good of the individual. Such accumulative records must be accessible and understandable to those doing effective guidance-counseling work.

Direct Versus Non-Direct Counseling

There are two distinct schools of thought relative to the guidance phase of education. They may be labeled, as the (1) direct and the (2) non-direct schools of thought. Records hold different values, depending upon the school of thought to which one is aligned. The true non-direct counselor holds that the individual's present situation is of most importance and not the past, hence, he would use records very little. He further believes that records are of negative value because they tend to give the counselor a pre-conceived and often false impression of the individual to be counseled. The direct counselor holds that records are indispensable toward an understanding of the individual as he now is. In practice, it is believed that most teacher-counselors, particularly teachers of agriculture, would hold to the latter school of thought. It must be remembered, however, that such information is effective only to the extent that it is understood and used. □

Guidance includes work experience

A county school program uses a procedure which might be adapted to other Vo-Ag departments

JAMES F. GALLANT, Educational Manager, Essex County Agricultural School, Hathorne, Mass.

FOR twelve years the Essex County Agricultural School in Danvers, Massachusetts, has been conducting a practical guidance program in agriculture with interested eighth and ninth grade public and parochial school pupils from non-farm homes. Operating through a co-operative arrangement with school departments in Essex County, this guidance program is now mutually recognized as an essential requirement for admission to the agricultural school.

Initial contacts are made by agricultural school representatives in the grammar and junior high schools of the county. By arrangement with school authorities, tours of the agricultural school are scheduled during the months of January, February and March. One or more school groups of from ten to twenty boys are scheduled on practically every school day during this period.

A typical group is guided on the tour by an instructor or a mature responsible student. Facilities of the school are explained as the group observes the school in operation. A simple lesson is taught in each of the shop and farm departments so that the visiting day will be truly educational. Specific vocational guidance information and an invitation to participate in the school's guidance program is given to boys who show evidence of genuine interest.

Work experience in an agricultural occupation is the corner stone of this guidance program. Cooperating schools release interested pupils who wish to investigate the possibilities of an agricultural career and accept the agricultural program as equivalent to their regular class work. Pupils in good standing in their home schools are permitted, with the approval of their principal or superintendent, to attend the Essex County Agricultural School five days a week during the last term of the school year. Each school group starts during the week which coincides with that school's annual spring vacation period. This means that all entering pupils put in the first trial week on their own time. This policy of starting pupils on vacation time has proved to be sound as borne out by twelve years of experience. It certainly does eliminate such boys as would be looking for an opportunity to get out of the home school program.

The daily program is balanced between class instruction and supervised work experience. Every boy gets three hours of practical work on the school farm each day, rotating each week from one farm department to another. In addition, three hours of academic and related class work in English, Math and Science are included.

Not more than five boys are assigned to a single work group. This small group

is closely supervised by an instructor. In fact the one in charge "digs in" with the boys. Field trips to successful farming enterprises within the county contribute to the boys' understanding of agricultural occupations and their possibilities. Many times these visits are with graduates of the school.

After the first two or three weeks the interests and abilities of each boy are recorded facts. With the permission of parents and the home school authorities, placements are made as opportunities are available on farms or with horticultural establishments. Anyone not placed stays in the program at the school until the closing date of his home school. If good scholarship and regular attendance is maintained during the period, full credit is given in the home school and the youngster is allowed to graduate or receive promotion.

Students on full-time work experience, whether on the school farm or some other farm, are visited regularly bi-weekly by instructors of the school. By the end of the summer all who are really interested and have made good on the job are enrolled for the beginning of a three or four-year course in the curriculum of their choice. Those whose interest in farming as a vocation wanes as their labors increase return to their own school systems to continue with the class from which they were furloughed.

In 1955 the program started April 18. The facilities and instructors of the school were available at this time because all regular students had been released on March 25 for a six months period of supervised practice. We had officially enrolled 251 students but only 194 actually participated. These started in three groups over a three week period and not more than 110 were present at any one time. During this period 68 boys were dropped from the rolls, some on their own accord but the most as a result of our persuasion.

Placements for farm experience were started during the third week and continued until we had placed 106 boys. Only 15 of the smaller boys could not be placed. These, however, were given the opportunity to enroll in September. During the summer and up to the opening of school in September, five boys dropped out of the program. On the opening day there were 86 survivors out of the 121 good prospects. This was our 1955 experience—far more successful than we had anticipated. 1955 was our best enrollment year. □

The Cover Picture

The cover picture portrays a glimpse of the broiler industry for which Delaware and its neighboring states are noted. In the foreground is a portion of the building housing the broiler flock of a member of the Shelbyville, Delaware, Vo-Ag department. Members of the Vo-Ag class, together with the teacher and high school principal, are observing the birds and the housing during a field trip. In the background are other broiler plants which make this region famous.

On the Del-Mar-Va Peninsula, which comprises the eastern shore of Maryland and Virginia as well as the state of Delaware, is found one of the largest concentrated broiler raising areas in the world. At the Eastern Shore Poultry Growers Exchange in Shelbyville, Delaware, approximately 1,500,000 birds are sold each week. Ninety per cent of these birds are processed in the area. The processors in turn sell to brokers and the wholesale trade throughout the country. The remaining 10 per cent are shipped live to the Eastern markets.

More than 1,200 flocks are raised by growers who work under a contractual agreement with the feed and hatchery men. The grower provides a house and labor, and this is considered his share when figuring the profit. The growers usually handle about three flocks per year with an average of approximately 5,000 birds to a flock. One of the largest growers has a capacity of over one million birds. Of the birds handled by the Eastern Shore Poultry Growers Exchange approximately 55 per cent are grown in Delaware, and 45 per cent of this number is processed in Delaware.

Through the assistance of the Department of Agriculture, the Extension Service, the State Board of Agriculture, the feed companies and the Vocational Agriculture Instructors the average mortality is now not over 3 per cent, and the feed conversion factor has been reduced on the average to approximately 2.8 pounds of feed per pound of bird. The broiler raiser has found that the average cost to raise a pound of bird is approximately 20 cents, depending on management, feed costs, disease, and other factors. The feed needed to raise these birds, with the exception of corn, is almost all grown at a distance and shipped to the area. Nearly all birds grown in Delaware have come from Delaware hatcheries, which have a capacity of approximately 6,800,600 eggs. These hatcheries buy the eggs from within and without the state.

Delaware's F.F.A boys last year raised 223,732 broilers, their average flock being about 2,500 birds.

Yes, here in Delaware our biggest agricultural industry is our broilers.

As of 1950 some 57-58 per cent of the nation's farms were operated by full owners; about 15 per cent by part-owners; and 27 per cent by tenants, points out a recent report of the Twentieth Century Fund. Nearly a fourth of the tenants were croppers, that is, operators who contribute little capital or management and are paid by receiving a share of the crop.

**Featured in May—
Evaluating Programs
in Vocational Agriculture**

Would this fit into your "guidance program"?

An FFA open-house worked for us

JOHN EDWARD MILLER, Vo-Ag Instructor, Sudlersville, Maryland

Have you ever wanted an activity in place of a banquet or some other event? Why not try what the Sudlersville FFA Chapter tried? Sudlersville is located on the northern Eastern Shore of Maryland. It is a small rural community. Just two years ago when the author started teaching there the FFA Chapter looked for a big event for the year. The idea of a banquet was suggested, but the boys felt that there were too many banquets already.

After various suggestions and some discussion the members decided to hold an "FFA Open House." At first, they did not know just what this should include, so the Chapter President appointed an "Open House" committee to propose a program. The committee developed the following purposes:

1. Enable the public to have an inside look at the Vo-Ag Department and the FFA Chapter in the high school.
2. Give the Vo-Ag and FFA awards and also to award the Greenhand, Chapter Farmer and Honorary degrees.
3. Permit the Vo-Ag teacher to report to the public on the activities of the department.
4. Give commercial concerns in the community an opportunity to display educational exhibits.

With these purposes in mind, each member of the Chapter was given an assignment. It was also decided that the event would take place some time in February when most of the farm people were relatively free to attend such a meeting to be held at night.

Committees Used

In preparing for an event such as this, much concentrated effort is needed beforehand. The appointed committees

went to work. The different commercial feed, seed and fertilizer and machinery dealers were approached to see what they thought of the idea, and were asked if they would like to participate. Surprisingly, they were very enthusiastic. It was planned that the seed, fertilizer and feed merchants would put up educational exhibits in the high school auditorium and the machinery dealers would put exhibits in the Vo-Ag classroom and shop.

A neighboring FFA Chapter was invited to confer the Greenhand and Chapter Farmer degrees on our members as a part of the program. Honorary degrees were conferred by our own Chapter officers to four outstanding men in the community, two farmers and two feed dealers. Representatives of the local and county school administration were invited. We felt the latter should not be overlooked if the FFA Chapter and the Vo-Ag department were to have the favorable support of the administration. In fact, the high school principal was on the program and presented a short talk on the "FFA and the School." In inviting participation on the program, members made it clear that there should be no long speeches.

Community Response Was Good

About 250 people attended the "FFA Open House" the first year. Time was allocated to tour the Vo-Ag classroom and shop where the merchants had their displays. The auditorium was lined



The "Open House" was made the occasion for conferring FFA degrees. Here a group of members are about to receive the Green Hand degree.

on both sides with educational exhibits by the various feed, seed and fertilizer concerns. The FFA also had exhibits on display and several FFA members were on hand to explain them. An idea which came from the exhibitors was the giving of door prizes such as seed, feed, fertilizers, waterers, feed scoops and many other miscellaneous items. It was found that these door prizes greatly increased the interest of the people attending.

As the various FFA degrees were conferred the audience sensed that they were of great importance to the organization. For that reason we recommend that they be given before public audiences. During the program time was given to the Vo-Ag teacher to report on his activities. This enabled him to inform the public more about his objectives in teaching vocational agriculture and about the overall vocational agriculture program.

The program moved along smoothly during the evening and the serving of refreshments, prepared by the FFA members, really put the finishing touch on what proved to be a good idea. The Chapter was so encouraged by the re-

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Commercial dealer displays occupied a prominent place in the "Open House."



Members of visiting Chapters showed a great amount of interest in the various displays.

"Agribusanics" - - -

Can this be one of the answers?

Our guidance service is affected by the stand we take on this question

MARK NICHOLS, State Director of Vocational Education and Supervisor of Agricultural Education, Utah



Mark Nichols

A number of section meetings at the 1955 Atlantic City A.V.A. Convention came to grips with some of vocational agriculture's most pressing problems. One problem which especially challenged the thinking of state directors and others had to do with the end product of day programs—the enrollees themselves. For some time it has been recognized that only a fraction (perhaps 50%) of the trainees in high school vocational agriculture programs have the opportunity of becoming farmers. It is not that the boys themselves do not want to become farmers. Reduced to simple facts the opportunities are not there for all of them to get into farming. Science, invention, skill and know-how make it possible at present for approximately 12% of the workers in the United States to produce enough food and fibre to exceed our demands. When production exceeds consumption needs, problems arise and American farmers are faced with serious problems in 1956.

Fewer Farmers Are Needed Today

One chart displayed at the A.V.A. Convention indicated that it required about 70% of the gainfully employed 100 years ago to produce the country's needs in food and fibre. This percentage has been reduced by an average of more than one-half of one per cent per year and the end has not been reached. It will drop below the present 12% according to the experts.

Apparently vocational agriculture, together with other educational agencies, improved production factors and conditions, has combined to make American farmers extremely efficient tillers of the soil. One farmer with the various productive forces at his command can out-produce a dozen of his forefathers, with more ease and with a better quality of product.

While there has been a need for relatively less farmers down through the years, there has been a gradual increase in the numbers of Future Farmers. Boys from large farms, from small farms, from part-time farms, from village lots and elsewhere register for courses in vocational agriculture. In a way, increased enrollments speak well for the program. It is popular with rural boys. The vocational agriculture teachers on the whole, do a commendable job. Boys at this age usually like to work in the soil, operate machinery and manage

livestock. They like Future Farmer Chapter activities and feel proud to wear the official FFA jacket.

One Half of Future Farmers Will Not Farm

According to the thinking of a number of state directors, fully one-half of more of our Future Farmers will never farm. For them the high school courses in vocational agriculture are good general education courses because they do not provide specific training in preparing farm boys for non-farm jobs. They do, however, provide fine basic backgrounds in citizenship, character building, work attitudes, cooperation and the many other attributes so important to obtaining and progressing on any job. Perhaps this is a phase of vocational training which hasn't been recognized to the fullest extent in the past.

Is a New Program Needed?

The question was asked by several directors attending A.V.A. as to whether we should continue on our present course or shift gears to meet the needs of the times. While the farmer of yesterday was to a great degree a man of self-sufficiency, today he relies on the services and activities of many others engaged in occupations related to farming to help him succeed in the farming business. Occupations related to farming have become numerous and the list is growing. Vocational training preparatory to entering these occupations usually involves agriculture, business and distributive education, and mechanics. Such a high school curricular offering, in addition to the general education basics, may include some agriculture along with farm mechanics, typing, accounting, business English, salesmanship and business law.

Perhaps the enrollee could register for agriculture for his first two years in high school with the vocational agriculture teacher doing the instruction. He may then take business and mechanics courses his third and fourth years under another instructor who could help him to line up work experience in occupations related to farming in the community. This teacher would do the coordinating similar to that now done in Distributive Education or Diversified Occupations programs.

Then again if a teacher was qualified he could teach all of the courses in such a vocational curriculum (agriculture, business and mechanics) and coordinate the participating experience with industry.

"Agribusanics" May Be One Answer

One thing is certain, such a program is not vocational agriculture, nor does it fit the patterns of the present distributive education program. It does, how-

ever, come close to the program of diversified occupations in Trade and Industry.

A program like this calls for new thinking, new programming and pilot efforts not heretofore tried out. One director remarked that it is a vocational program in "Agribusanics" (AGRICulture, BUSIness and meCHANICS). It would be something different than any programs of vocational education which are operated at present. This should strengthen the quality of vocational agriculture day programs by providing an educational outlet for farm boys with limited farming opportunities. It may be difficult to operate in small schools other than on a day unit basis. On the other hand it may release vocational agriculture enrollments to such a point in small schools as to make an uneconomic teaching unit. Such a situation would be unfortunate.

These questions arise in the minds of many: Do we need a program of "Agribusanics"? How would we train teachers to do the job? How could such a program be financed? Would it specifically help to solve the problems of rural youth in finding employment in occupations related to farming?

There is one thing for sure—many are now asking how these problems involving training of rural youth can be intelligently solved. Is "Agribusanics" one of the answers? Only time will tell! □

An FFA Open-House - - -

(Continued from page 225)

sults of the first "FFA Open House" that it was attempted again the following year with a one hundred per cent increase in attendance. Sudlersville found this idea has merit and recommends that other Chapters try it with local variations. It could be a good replacement for an outmoded activity or an additional activity for an FFA Chapter.

Advantages

We found the advantages of an "FFA Open House" to be:

1. It solicits full Chapter member participation and many talents can

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Vo-Ag Instructor, John Miller, presents an award to one of the Chapter members. This was a feature of the "Open House" program.

This merits your serious consideration**Let's give the "poor" student a chance**

ARTHUR B. WHITE, Vo-Ag Instructor, Caldwell, N. J.



Arthur B. White

EACH September brings to the Ag teacher some new pieces of clay. Some of it has a perfect texture and needs only a pat now and then to take a perfect shape. Some of it is very fluid and keeps spilling out of the mold.

Ours is an endless task to watch over it and try to keep it in shape as it slowly hardens. Other clay comes to us so hard that we cannot dent it. Ours is the job to try and mellow it with the oil of kindness and sympathetic understanding.

When we refer to the "poor" student, we may have in mind the slow learner or the trouble maker in our classes. In each case, we often feel that we are overburdened with these students and

we often do have a larger percentage than the average teacher.

However, let us look at the problem from the student's side instead of only comparing our situation with others.

The best guide that I have found is to sit down and try to imagine, to the best of my ability, what will happen to the boy when I "get rid of him." If you can honestly say, "He will be better off out of my class," then by all means let him go.

We often say or hear such remarks as: "If I could only get rid of two or three students, I would have some good classes," or "Once I have weeded out the dead wood, I have an up and coming group." What happened to the ones that you weeded out? There is little doubt that we could cover more material, cover it more thoroughly, build up the Ag department's standing in the school and community, and have a more pleasant job if we had a select group of students. If we achieve the perfect

group, our elation may be tempered if we bother to check on our cast-offs.

Are We Constructive?

Trouble makers are without doubt the biggest headache for the majority of teachers. We may have a preconceived condemnation of a student before we meet him. Perhaps it has been formed in the teachers' room or from some one incident that involved the student. It would be interesting to have a record of the number of kind remarks that certain students receive during their four years of high school. It may be worth while for us to try some constructive praise and to leave out some of the destructive criticism.

The slow learner can be a means of curing ulcers instead of irritating them. When one of your students does one of those incomprehensible things, try a sympathetic chuckle instead of a groan. Did you ever sit down with a group of Ag teachers and recall some of those gems? We should really have a Bill Mauldin to put them in print.

Certainly no department could have a greater misfortune than to become the dumping grounds. However, let's give the student a chance to prove that he can become a good Ag student. □

Who should enroll in vocational agriculture?**The guidance we provide will depend on our objectives**

H. PALMER HOPKINS, Teacher Education, University of Maryland



H. Palmer Hopkins

THE productive capacity of the American farmer is the marvel of the age. With less than 15% of the population, he produces more than enough for our 165 million population, while only 50 years ago it required half of the population to produce the food and

fiber for a mere 90 million Americans. So goes a popular theme of today. It makes interesting and dramatic reading, but I wonder if it doesn't sometimes cause wrong inferences to be drawn. The actual number of people employed in the agricultural industry is not dropping but is increasing. Of "62 million employed Americans, 25 million work somewhere in agriculture—10 million on farms, 6 million produce for and service farmers, and 9 million process and distribute farm products."¹

While the number of farm workers has been decreasing it seems evident from the above figures that the number of agricultural workers not engaged in farming is increasing rapidly.

Are we in vocational agricultural education keeping abreast of these changes? Are we offering the kind of education that trains not only for farming, but

also for the even larger field of agriculturally connected occupations?

A Question of Objectives

By now you are probably thinking, "This is another appeal to establish separate courses of agriculture for related occupations." Such is not the case. In the main, the basic course we are now offering trains for those that are going into farming, and perhaps equally well for those who are going into related occupations. The same information, understanding, and ideals are needed for both. Those who are going to service farmers need to study the "work of the farm." Why don't we get off the defensive and admit that we are doing this job? Is it because we believe the Smith-Hughes Law says we must train for farming only? The law states we should train for the "work of the farm." Is this synonymous with *work on the farm*? In the opinion of many we are placing an interpretation on the law that is too narrow. If the law really is that narrow (and I don't think it is), perhaps it is time to work for a revision.

Relation to Preparation for College

The greatest concern in looking for a broadening of objectives is that our course shall include the training of non-farm agricultural leaders. Our land-grant colleges tell us that 15,000 agriculturally trained college graduates are needed each year and that our annual production is 8,500. Couldn't we "up" the figure trained if we admit that part of

our job is to recruit and start young men on their way to fill these positions, most of which fall in the allied occupations? Wouldn't it be easier to guide them into the other necessary high school courses? If we insist that our only aim is to train for work on the farm, then we can expect parents and students to take us at our word, and leave us no opportunity to guide or start to train the 15,000 agricultural college graduates needed each year. Who is in a better position to do this job than the Vo-Ag teacher? Or are we supposed to make farmers of all our farm boys when we know there are opportunities in farming for only half of them? □

An FFA Open-House - - -

(Continued from page 224)

- be located and developed in preparing for and conducting it, such as in art and newswriting.
- It furthers an understanding of the FFA and the Vo-Ag department in the community.
- It develops better leaders among the officers by causing them to appear before a large group of people.
- It gives an opportunity for proper recognition to award winners.
- It helps show the school administration and the public exactly what is going on in the Vo-Ag program and in the FFA.
- It helps a Chapter to develop better cooperation with the commercial concerns in the community.
- It creates a chance to further cooperation with neighboring FFA Chapters □

¹"Careers Ahead," published by Association of Land-Grant Colleges and Universities.

This can help you in helping pupils plan for their future

Expectancy tables: a guidance tool

J. STANLEY AHMANN, School of Education, Cornell University

"OF course I am interested in the future; after all, that is where I will spend the remainder of my life." This near-humorous statement (which, incidentally, has been attributed to several different sources) has been and is being echoed repeatedly by pupils and parents alike. On the surface some of these paraphrases seem to have an air of facetiousness about them. Actually this is only a sham. Beneath it lies serious concern.

In a sense the statement cited is the very platform upon which educational guidance has been developed. Guidance is designed to help a pupil help himself in this implied "future." One of the ways in which it does this is to help a pupil interpret information about himself. For a pupil to discover more about his present capabilities is only part of the picture. To be able to interpret this information easily and accurately in so far as it bears upon his future academic and vocational successes and failures is the remainder.

Considerable quantitative information about a pupil's present capabilities is commonly available in the form of test scores yielded by standardized tests of achievement, aptitude and, in a few instances, personality. All too often these standardized test scores have been acquired as a result of an expensive school testing program, only to receive a careful and quiet burial in the files of the central office. This condition is customarily attributed to an unsympathetic school administrator and his meticulous secretary. The classroom teacher is equally to blame. The information is lifeless because he chooses to make it so. It becomes revitalized only in so far as he and the guidance specialist cause it to be so.

The Nature of Expectancy Tables

One of the most simple and yet most powerful ways in which standardized test scores can be made to work actively in the task of helping a pupil anticipate his future academic success is to insert them in expectancy tables (1,2). The expectancy table is merely a table showing the relationship between two types of variables, one type being the standardized test scores from which a prediction of academic success is to be made, whereas the second type is a measure of the academic success. In so far as a consistently high relationship exists between the test scores and the measure of academic success, the table can be successfully used to show pupils their probable future academic success in a specified subject matter area.

The construction of the table is simple. First, suppose that standardized test scores are available. These might have resulted from the administration of general intelligence tests such as the *Kuhlmann-Anderson Tests*, the *Otis Quick-Scoring Mental Ability Tests*, or the *Cal-*

ifornia Test of Mental Maturity. Possibly mechanical aptitude scores have been obtained from such tests as the *S. R. A. Mechanical Aptitudes Test* or the *Revised Minnesota Paper Form Board*. Or a series of scores from the *Differential Aptitude Tests* may be known for each pupil. Even interest scores yielded by such a test as the *Kuder Preference Record* are reported in some schools.

Further, assume that those standardized tests which are used in a given school are administered in a routine fashion. In other words the pupils are given the tests at a specified time in their scholastic careers, e.g., ninth grade. Successive classes of ninth grade pupils have completed the tests and future classes will, in all likelihood, do the same.

Following the test administrations the pupils engage, of course, in a multitude of formal educational experiences, some of which might be in the area of vocational agriculture. Their success in these experiences is evaluated by themselves or their teachers, probably by the latter. Such an evaluation might be a final mark, a paper-and-pencil achievement test score, or a rating of pupil behavior or a product of that behavior. These are usually determined without any particular reference to the standardized test scores of the kind previously mentioned.

Now, all of the necessary raw material for the expectancy table is available. In Table 1 a hypothetical expectancy table is shown. On the vertical axis are listed the test scores made by pupils on Standardized Test X. These have been grouped into intervals of a convenient size, in this case fifteen test score units. On the horizontal axis are final marks in Subject Matter Area Y. The numbers within the table are the number of pupils who had standardized test scores within the limits indicated and who had the final mark indicated. These numbers were determined by the simple process of classifying, at the completion of the course, each pupil according to the final mark he received and according to the interval which included his standardized test score. (Note that to obtain a sufficient number of cases for Table 1, it might be necessary to gather this information about pupils for several years.)

Interpretation of Expectancy Tables

For ease of interpretation, the frequencies shown in the cell in Table 1 are sometimes changed to percentages. The result is Table 2. To illustrate the interpretation of the per cents included in this table consider the first row. Obviously it can be said that, of the pupils receiving standardized test scores between 75 and 89, inclusive, 25% received a final mark of "D," 25% a final mark of "B," and 50% a final mark of "A." Of considerably more importance might be statements such as the following. None of the pupils who had standardized test scores between 60 and 74 inclusive received a final mark less than a "C." On the other hand none of the pupils who received standardized test scores between 15 and 29 received a final mark greater than a "C."

According to Table 1, it appears that the standardized test scores of 29 and 45 are useful reference points. Pupils who received scores of 45 or more, rarely (2 out of 47) received final marks below "C." Pupils who received scores no greater than 29, rarely (1 out of 14) received final marks higher than "C."

With these tables before him, a teacher can advise inquiring pupils much more realistically than might otherwise be possible. Given the pupil's standardized test score, he can insert it in the expectancy table and derive an estimate of his likely academic success in the course in question. Naturally the desirability of a given pupil entering a given course or curriculum depends upon other factors in addition to his probable academic success. But this success factor is certainly important. If it can be investigated quickly and with reasonable accuracy, more time can be devoted to consideration of the other factors which need to be considered.

Limitations

Expectancy tables suffer from several limitations. For example, any predictions based upon them presuppose that the quality and nature of the course as well as the method of determining the final marks or ratings have not changed. In so far as either or both of these may have changed, the prediction cannot be trusted. Since both tend to change in subtle and gradual ways, expectancy tables should be recomputed periodically.

The utility of expectancy tables springs, for the most part, from their inherent simplicity and versatility. At this point it is clearly evident that any

TABLE 1
A Hypothetical Expectancy Table

Test Score Intervals	Final Mark					Total
	F	D	C	B	A	
75-89		1		1	2	4
60-74			3	6	8	17
45-59		1	10	9	6	26
30-44	1	6	5	7	2	21
15-29	1	4	4			9
0-14	2	1	1	1		5
Total	4	13	23	24	18	82

TABLE II
A Hypothetical Expectancy Table
with Frequencies Converted to Per Cent.

Test Score Intervals	Final Mark					Total
	F	D	C	B	A	
75-89		25		25	50	100
60-74			18	35	47	100
45-59		4	38	35	23	100
30-44	5	29	24	33	9	100
15-29	12	44	44			100
0-14	40	20	20	20		100

classroom teacher can, if he desires, build a table of the kind illustrated in a matter of minutes, provided that the test scores and measures of academic success are before him. He may have as many or as few cells within an expectancy table as he wishes. Also it is evident that there is no restriction on the kind of standardized test scores used or the type of evaluation of academic success used. Finally it is evident that expectancy tables can be applied in any course or part of a course, provided that a relationship can be found between standardized test scores and success in that course. It is conceivable that, if the occasion arose, they could be used as a partial basis for selecting vocational agriculture pupils.

References

1. Bittner, R. H. and Wilder, C. E., "Expectancy Tables: A Method of Interpreting Correlation Coefficients." *Journal of Experimental Education*. March, 1946.
2. Wesman, A. G., "Expectancy Tables—A Way of Interpreting Test Validity." *Test Service Bulletin*. No. 38, The Psychological Corporation, December, 1949. □

Guidance is - - -

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population including students, principals, teachers, special health and guidance officers, custodial staff, persons handling transportation, as well as parents and people of the community at large as he works with them on phases of the educational plan as he sees them in relation to the school's philosophy and specific objectives. Probably we should include the businessman for, to him, they mean young people coming from the schools with certain qualities and kinds of preparation as they meet his employment needs.

Each could elaborate upon his own work and add the names of other persons who also contribute to this vast field of public education, but the question is, can we all agree at least on the major objective—that of providing the best learning opportunities for all the youth and adults in our respective rural communities. Results of our work indicate that we do agree but that the approach to its attainment may vary so much with individuals that "the other fellow" may criticize the method or name yet actually approve the result.

Vocational educators may feel justly

proud of the leadership role which they played in the development of the total guidance program in our schools today; for it was largely through their concern for and success with occupational guidance in selection, placement and follow-up of individuals enrolled in vocational programs that the importance of guidance spread to the entire school population and has become a concern of all teachers. For evidence of this importance in both elementary and secondary schools, general and vocational, one has only to refer to our quantity of current literature such as: the theme of the Thirty-Third Yearbook of the Department of Elementary School Principals of the NEA for September 1954 called "Guidance for Today's Children," The 1955 Yearbook of the Association for Supervision and Curriculum Development entitled "Guidance in the Curriculum," The American Vocational Association publication of 1954, "Your Public Relations," as well as to numerous articles in professional magazines. These books, articles and the many studies and surveys being made and those to come, should be a challenge to all persons interested in any field of education to continuously study, compare, evaluate and adjust their programs and procedures to meet the needs and differences of the individuals with whom they work. Thus they will be accepting their responsibility for guidance. □

Let's Quit Kidding - - -

(Continued from page 219)

changes in the needs, interests, and vocational objectives of the pupils in these schools. The teacher of agriculture, realist that he is, and being in daily contact with these changes, governs himself accordingly. However, there is always in the back of his mind the uncomfortable feeling that what he is doing is not exactly what he was taught to do by his teacher trainers and told to do by his supervisors. Furthermore, when and if he finds time in his busy day to reread the stated objectives of vocational education in agriculture, he doubtless becomes even more confused.

The latest statement of these objectives, revised in 1955 says: "To train present and prospective farmers for proficiency in farming is the aim of vocational education in agriculture." The italics are mine. Please note that this is not listed as the primary aim, the major aim, or one of the important aims, but that it is the *only* aim. Thou shalt have no other Gods!

Does the teacher believe this? Can he believe it? Can he use this as a guiding principle in selecting and counseling his pupils? Then who does? The school administrators in whose schools these programs operate? The students and ex-students? Let's quit kidding ourselves!

Carrying this a step further, it seems logical to evaluate a program in terms of its stated objectives. If the aim of vocational education in agriculture today is to train for farming and its major objective "to develop effective ability to make a beginning and advance in farming," then certainly we should judge the effectiveness of this program accordingly, and expect to find a substantial majority of its graduates and ex-students actively engaged in farming. And do we find this? Well, hardly. A very comprehensive study, conducted in a representative agricultural state, covering the entire period 1918 to 1955 shows that *less than twenty per cent* of the boys who have been enrolled in vocational agriculture in that state are now full time farmers. Should we construe this as an indictment of the educational program in that state, or is this the rule rather than the exception? Let's quit kidding ourselves! This is substantially the picture in your state and in mine—not much better and not much worse. Can our teachers possibly subscribe to this objective when less than one student in five is accomplishing it? Should we expect them to subscribe to it and believe in it?

This is not a plea that we abandon our standards, throw overboard our objectives, and drift with the tide, but rather that we restudy them, clarify them, bring them up to date, and make them realistic guides to a modern program of vocational education in agriculture. This is a plea that we recognize in our objectives that farming is not the agricultural occupation today, but that it is just one of the agricultural occupations; certainly the most important, but still not the only one; that while training for farming is and should be our primary aim, it should not be our *only* aim; that we recognize the difference between vocational education in agriculture and vocational education in farming. Let's quit kidding ourselves, and let's give our teachers guideposts which they can subscribe to and follow in guiding, counseling and training students in a vocational program of education in agriculture. □

A Correction

A letter from Louis M. Sassman, State Supervisor in Wisconsin now on leave on an assignment in Egypt, calls attention to an error in the January issue of the *Magazine*. The error is in reference to the article on page 158 entitled "Vocational Agriculture in Egypt" which refers to an average enrollment of 20 boys in 12 secondary schools. Figures supplied by Mr. Sassman correct this statement as follows, "—in 1953-54, there were 2,311 boys enrolled in the Secondary Agricultural Schools in Egypt. In 1954-55 there were 3,079 and in 1955-56 a total of 3,741. There are this year 1,946 first year students in sixty-five classes in the Secondary Agricultural Schools."

The Editor

The "atmosphere" which you create and maintain is important in your teaching

Creating desirable social climates for your students

PAUL HEMP, Teacher Education, University of Vermont



Paul E. Hemp

ALL classes in vocational agriculture are conducted in a social climate of one type or another. Teachers of agriculture may create laissez-faire, autocratic, or democratic climates for their students. Student reactions, the amount and quality of work done, and

the type of citizens produced are largely governed by the social climate in which the individuals concerned are allowed to develop. Just as the type and quality of vegetation grown in an area is determined in part by the prevailing climate, so is the type of citizen produced in a school dependent to a large extent on the social climate in which he is nurtured. These three important social climates may be described and evaluated if we analyze them in terms of two components; namely, the teacher's behavior and the students' reactions.

Laissez-Faire Climate

The teacher who creates laissez-faire climates in his classroom allows his students to proceed in poorly structured situations; i.e., he fails to develop goals with his students. The laissez-faire teacher fails to make decisions which he should make in the classroom. In a laissez-faire climate there is no visible evidence that the teacher knows where the class is or where they should be headed. Students have complete freedom for group and individual decisions. The teacher, in an effort to avoid a dictatorial approach, bends over backward to let the boys "do what they want to do." He participates only when the students request his help, and he makes no attempt to regulate the course of events in the classroom. The laissez-faire teacher seldom criticizes or praises his students; hence, he never discourages or encourages his students directly.

Students react like most people would expect them to in such a social climate—noise and horse play prevail. Because the students are operating in a situation which is poorly structured (goals not defined), they do not know what to do with their time and waste much of it. The work which is accomplished is poor in quality and extremely variable. The students tend to be irritable, are quick to "pass the buck," or engage in "scapegoating."¹ Lippitt and White studied

the reactions of boys involved in three play situations with different climates and found that the boys in the laissez-faire situation did less work, did poorer work, and played more than another group operating in a democratic climate.² There is no evidence of teamwork or team spirit in classes conducted in a laissez-faire climate. Student morale is apt to be lower in a laissez-faire climate than it is in either the autocratic or the democratic climates.

Autocratic Climate

A teacher creates an autocratic climate in his classroom by giving orders to his class and dictating to them what is to be learned. An autocratic teacher is constantly "checking" on his students lest they become spoiled. The teacher who creates autocratic climates often remains aloof from the group and often boasts of the iron-clad control he exercises in the classroom. Some teachers create autocratic climates without being aware of it. Even though these teachers cannot be recognized by the aforementioned evidences, they do create autocratic climates in more subtle ways. The subtle autocrat often makes statements like these to the class: "I want you to write a term paper for me." "I want everybody to read Chapter 14 in ———." "I don't (or we don't) like students who argue in class." The subtle autocrat makes himself the source of all standards in the class. The distinguishing characteristic of a subtle autocrat's behavior is the technique which he employs to secure the students' dependence.

Student behavior in autocratic climates may be evaluated by some people as "excellent" and by others as "very unhealthy." In classes with autocratic climates, students are likely to develop submissive or dependent tendencies. Although these tendencies appear on the surface, they often give way to explosive uprisings or revolt. In autocratic climates students often give vent to their inner feelings when the teacher leaves the room. Students are often irritable and engage in "backbiting" and "buck-passing." Usually, students in autocratic climates sit back and wait for someone else to take the initiative so long as the autocratic teacher is present. Autocracy creates discontent and hostility among students exposed to it. Lippitt and White found in their study of the reactions of boys involved in three play climates that the autocratic group showed more hostility, more demands for attention, more scapegoating, more destruction of

property, and more dominating tendencies than the democratic group.

Democratic Climate

The teacher who creates a democratic climate for his students is usually popular with his students. Witty found from the analysis of opinions of 12,000 students that "cooperative democratic attitude" was one of the twelve teacher traits which these students thought were most important.³ A teacher who creates climates which are democratic usually shares planning and decision-making with the group. He encourages as much group participation as possible. When he gives praise or criticism, he gives it objectively. A democratic teacher offers his students more opportunities for assuming responsibilities of leadership and for acquiring social learnings. Guiding suggestions replace order-giving when democratic climates are created in place of autocratic ones.

Students who operate in democratic climates are usually friendly towards their teacher. They enjoy their work more and get along better with each other. Students often praise each other and assume responsibilities on their own. Motivation runs high even when the teacher is not in the room where the democratic climate prevails. Quality and quantity of work done by students in a democratic climate are usually higher than that of work done in other climates. Students in democratic climates show more originality and more independence than do students in democratic climates. Group-mindedness and friendliness were more prevalent among the boys belonging to democratic play groups than among those belonging to either the autocratic or laissez-faire groups.

Social Climate and the Educational Process

Psychologists tell us that people learn what they do. Students who study and work under autocratic climates are learning to be autocrats. Boys who study and work under democratic conditions are learning to behave in democratic situations. The climate in which learning is supposed to proceed may be the factor limiting the amount of learning which goes on or the type of learning resulting. Most teacher-educators recognize the fallacy involved in lecturing to prospective teachers about the evils of the lecture method. Similarly, the fallacy in teaching about democratic living in an autocratic social climate becomes apparent also.

Practices Which Help Create Desirable Classroom Climates

From the preceding discussion of social climates we can conclude that a democratic climate is the most desirable climate in which to develop in students the necessary interests, attitudes, and abilities which are needed by citizens of a democratic nation. Some practices which should help teachers to make classroom climates more democratic are:

1. Base your instruction in vocational

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¹Scapegoating is displaced aggression in which students release their own hostilities by attacking someone other than the person causing their frustration.

²Lippitt, R., and White, R. The "Social Climate" of Children's Groups. In R. G. Barker, J. Kounin, and H. Wright, *Child Behavior and Development*, New York: McGraw-Hill, 1943. Pp. 485-508.

³Paul Witty, "An Analysis of the Personality Traits of the Effective Teacher," *Journal of Educational Research*, Vol. 40, 1947, pp. 662-671.

This contains good advice for every teacher

The counseling role of teachers of vocational agriculture

J. R. HAMILTON, Teacher Education, Mississippi State College



J. R. Hamilton

IT is doubtful that Frank Parsons visualized a modern guidance program when he established the Boston Vocational Bureau in 1908. Yet that modest organization marked the beginning of a movement that has developed into this important branch of education in less than fifty years. Parsons wanted to help young people with their occupational-vocational problems. His Vocational Bureau resulted from his deep convictions that: (1) youth were generally ignorant of the opportunities and responsibilities of the world of work; (2) they appeared to know or understand little about their aptitudes, interests, or limitations relative to possible life occupations; (3) trained counselors were needed to assist pupils with their occupational-vocational problems.

The present role of guidance occupies a much larger sphere in education than did Parson's Bureau; however, occupational-vocational counseling continues to be one of its major functions. Many leaders in guidance work perceive the counseling function as being the heart of guidance activities. This point is affirmed in the following statement by Hatch and Dressel:

"... personal counseling provides the only means whereby the individual can be helped to adjust his attitudes, hopes, values, and fears of his environments."

These writers apparently regard counseling as being a unique weapon for use against practically the whole range of problems of the individual—personality, sex, social, and the like. The depth and breadth of purpose in counseling is further reflected in the extensive training requirements of paid counselors.

Guidance authorities hasten to add that other phases of guidance are needed in education; these complement the counseling function and are closely allied with it. The general theme in current literature is that a guidance program should consist of 'several groups of services.' Smith's² treatment of this is similar to the outline of Hatch and Dressel as shown by their agreement on the following terms and their meaning:

1. *The individual inventory.* Complete records and other credentials pertaining

to the student's history and individual differences; academic, aptitudes, etc.

2. *The information service.* The process or product involved in the dissemination of information relative to life occupations or educational opportunities.

3. *The counseling service.* A process wherein a trained person attempts to assist another in solving personal problems—centered in a face-to-face interview.

4. *The placement service.* A personal-assistance program in 'next step' experiences, especially in getting or changing jobs or in continuing one's education.

5. *The follow-up service.* The evaluation of education as well as guidance service.

Important as it undoubtedly is, counseling is only one phase of guidance service.

An Appraisal of the Guidance Role of Vo-Ag Teachers

Considering the professional nature and extensiveness of the training received by paid guidance personnel, it is not surprising that some individuals question the competency of other teachers to do guidance work, particularly counseling. It is not the intention here to minimize the importance of adequate training for guidance workers. On the other hand, teachers of vocational agriculture need to know the nature and limits of their guidance-counseling role in the school guidance program.

Due to their peculiar relationship to the pupil, teachers of vocational agriculture have long assumed an active guidance-counseling role in conducting local programs; doubtless they will continue to do so in the future. Vo-Ag teachers generally qualify to do counseling because they measure up successfully against some major criteria, despite their lack of formal training as counselors. Some examples of this follow.

In the main, teachers of agriculture know: (1) the students and their parents personally; (2) the home-farm situation of each; (3) the farming and other agricultural possibilities in the area; (4) possibilities of agriculturally allied occupations in the area; (5) the general financial ability of each student to enter farming or to attend college; (6) the general strengths and weaknesses of the student; and (7) whether the student has a genuine interest in farming.

The negative side likely would show that teachers of vocational agriculture: (1) lack skill in interviewing and other counseling techniques; (2) lack competence in applied psychology and other subjects needed in certain types of counseling; (3) might fail to recognize cases involving personality and mental disorders resulting in harm to the

counselee; (4) lack competence to help students discover and develop many valuable aptitudes and interest patterns outside agriculture.

Considering both sides of the question, it seems reasonable to conclude that vocational agriculture teachers have a legitimate guidance-counseling role to fulfill. This conclusion is strengthened by the shortage of guidance personnel prevailing throughout the country today. It would be stating the obvious to suggest that all teachers in a given school system should make use of paid guidance workers and their facilities wherever such are available.

Counseling Needs Growing More Numerous and Complex

The choosing of a vocation for life appears more difficult when we consider the fact that more than 44,000 occupations exist in the United States. Much recent research shows that American youth are still unprepared to face this all-important question, as demonstrated by the unrealistic plans they make for the future. Furthermore, boys and girls seem to be no more skilled today in finding and matching up their aptitudes with opportunities in the world of work than were those in Parson's day.

The declining number of people living and working on American farms, moreover, is restricting the opportunity of many farm youth to enter farming, as is the continued march of the machine era in agriculture as a whole. If the trend of more farm residents taking off-farm employment continues, many farm boys and girls face the choice of farming part time or leaving the farm altogether.

All things considered, the world of work is vastly more complicated today than that faced by the youth of 1908. There can be little question that farm boys and girls need counseling more than ever before; teachers of vocational agriculture can hardly hope to escape the responsibility of providing it—not only for those entering full-time or part-time farming, but for those entering the non-farm occupations as well. Greater counseling skill is needed to handle the more complex problems of youth today.

A Professional Point of View in Counseling

Counselors do not agree on a best theory of counseling. And while space does not permit an adequate treatment of the two major schools of thought, it seems inappropriate to attempt any discussion of the counseling process at all without first calling attention to these opposing concepts:

1. *The directionists* are so named for their tendency to 'give direction' to the plans and thinking of their counselees. Particularly in school counseling, the directionists perceive student problems as being academic and/or intellectual in nature and they believe that they can 'diagnose' the causes of problems through tests and other instruments. They do not hesitate to 'prescribe' remedies accordingly; they appear to welcome opportunity to assist the counselee in making life plans.

(Continued on page 231)

¹ Raymond, Hatch and Paul Dressel—*Guidance Services in the Secondary School*, The Wm. C. Brown Co., Dubuque, Iowa, 1953, pp. 109.

² Glen E. Smith, *Principles and Practices of the Guidance Program*, The MacMillan Co., New York, 1951, pp. 109, 110, 111, 112. (Partly adapted.)

Why do Ag. veterans terminate training, and what are their future plans?

Such information is valuable in advising them

L. B. FIDLER, Supervisor, Veterans' Training, Ohio



L. B. Fidler

OHIO is attempting some concurrent research on the Public Law 550 Institutional On-Farm Training program.* When this project was set up in the fall of 1954, it was hoped that it would provide a type of information which would serve as a basis for evaluating and strengthening the program from time to time.

After a year's operation, it appears that some rather definite facts are emerging. The study is still too limited to warrant final conclusions, but extensive enough to be quite indicative.

As of December 1, 1955, Ohio has enrolled 792 farm veterans under P.L. 550. This includes less than one per cent of transfers, involving re-enrollment. The state is becoming highly industrialized throughout. Lucrative jobs are available to almost any young man interested in off-farm employment. It seems reasonable to think that this possibility for gainful employment, coupled with the fact that the veteran must be employed full time on the farm in order to enroll in Institutional On-Farm Training, has been largely responsible for the comparatively low enrollment in Ohio. Figures presented later in this article seem to substantiate the influence of industrial employment on the program.

Although there has been a comparatively low enrollment in Ohio, compared with some other agricultural states, the study in progress reveals a comparatively low number of terminations. There is definite evidence that some of these terminations are in fact merely interruptions and that the men expect to resume their training at a later date. Just how many will re-enter is unpredictable at this time.

The questions naturally arise—why are these veterans terminating or interrupting their training and what do they plan to do in the future. The following figures and facts appear to give a fairly reliable answer to these questions.

Of the 792 men who have enrolled, 105 have terminated their training for various reasons. Of this group, 17 have actually used all of their entitlement. The teachers have completed a rather comprehensive "terminal report form" on 92 of these men and the veterans

have completed and returned 48 of the comparable forms. The figures presented herein are a summarization from both reports but are not duplications in any case. Some of the pertinent facts and figures follow:



Of 792 Ohio veterans securing practical farm training such as is implied in this picture taken during a soil study, only 105 have terminated their training.

TABLE I
Marital and Farming Status of
Forty-eight Veterans Terminating Training

Conditions	Number Terminating	Per Cent Number Is of Total Terminating
Single when training was terminated.....	16	33.3
Married when training was terminated.....	32	66.6
Started on a rental basis with non-relatives.....	15	31.3
Started on a rental basis with parents or relatives.....	31	64.6
Started on a 1/3 share or less rental basis*.....	14	30.0
Started on a 50-50 share rental basis.....	30	62.5
Started as owners.....	2	0.43

* Usually requires small capital outlay on the part of the veteran.

Several inferences could be made from the figures in Table I. However, the number of cases is too small to warrant definite conclusions and they should only be considered to be indicative of what a larger number of cases may or may not confirm.

It is probably safe to point out that the single veterans, and those starting on a 1/3 share or less basis, are not subjected to the same financial pressure or demands as the married veterans who have attempted to finance the operations on a 50-50 share basis. Without these demands, they can subsist without turning to part-time farming or leaving the farm for a higher income from industrial wages. In reference to the matter of renting from relatives or non-relatives, it is probably easier to re-

adjust and terminate a contract with relatives than with non-relatives.

Most of the terminations recorded in the study thus far took place before Public Law 550 was amended to delay training benefits reductions. What effect the liberalized plan may have on terminations remains to be seen. Analysis of reported terminations following the amendment of the law should help provide the answer.

Future Plans

The veterans were asked to state their immediate plans and long-time plans following termination of training. The replies are shown in Table III, p. 231.

Table III seems to indicate that 83 per cent of Ohio veterans who are terminating training do not intend to

TABLE II
Time Used by Forty-eight
Veterans Terminating Training

Training Time Used	Number of	Veterans Per Cent
Entire entitlement.....	6	12.5
Twenty-four months or more.....	4	8.3
Twelve to twenty-four months.....	15	31.3
Seven to twelve months.....	17	35.3
Less than six months.....	12	25.0
* * * * *		
Terminated with more than two years remaining.....	22	45.8

* See, "Ohio Locks the Barn." By J. H. Lintner, Agricultural Education Magazine, August, 1955.

TABLE III
Future Plans of Forty-eight Veterans
Terminating Training

Future Plans	Immediate		Long-Time	
	Number	%	Number	%
Farm full time.....	14	29.2	27	56.25
Farm part-time.....	19	39.6	13	27.1
Will probably never farm.....	1	.02	1	.02
Work full time at a job closely related to Agr.....	1	.02		
Work full time at a job not related to Agr.....	12	25.0		
Other or undecided.....	1	.02	7	14.6

leave the farm permanently or quit farming. Considerably over half of them expect, eventually, to engage in full time farming. One-fourth of them are, for the present, moving into non-related occupations, and a considerable number, 14.6 per cent, are undecided upon their long-time plans.

Why Veterans Terminated Training

The chief reason why veterans terminated training was economic. Thirty of forty-eight gave reasons which in one way or another, related to financial costs. It appeared that the periodic reduction of training benefits and the "economic squeeze" which farmers are experiencing were the chief contributing factors. A more detailed listing of the various reasons is shown in Table IV below.

TABLE IV
Reasons Why Forty-eight Veterans
Terminated Training

Reasons	Number	Per Cent
Financial difficulties.....	12	62.5
Considered cost greater than benefits.....	9	
Time used in travel greater than value received.....	7	
Progress too slow in relation to cash decrease.....	2	
Considered training needs met.....	4	8.3
Home and family difficulties.....	4	8.3
Training facility no longer available.....	5	10.4
Failure to meet standards.....	2	4.1
General loss of interest.....	1	2.6
Reason not clear.....	2	4.1

It is recognized that in reasons two and three exceedingly poor teaching or excessive driving may be the dominant reason for termination. In each case, these factors are relative.

Conclusions and Implications

The study is too limited to justify reliable conclusions but it seems to carry, among other things, the following implications:

1. Farm veterans are facing an extremely difficult problem in their attempt to start farming under present economic conditions.
2. Off-farm employment is highly attractive.
3. The majority of veterans are attempting to start farming on a share basis with their parents or close relatives; this does not guarantee satisfaction or successful establishment.
4. There is evidence that limited acreage, in relation to the share arrangement, is contributing rather heavily toward terminations.
5. Many veterans have sufficient un-

used entitlement to justify their re-entrance into training.

6. Only a limited number of those terminating are entirely cutting themselves off from farming.
7. Over half of the men expect to return to farming on a full time basis.
8. The "financial squeeze" on farming, coupled with high industrial wages in nearby communities, is the chief factor in causing farm veterans to terminate training rather than any general dissatisfaction with the program.

The study in Ohio, while it is not highly technical or involved, seems to be serving a good purpose. There are other facts and implications, not noted in this

to be done by teachers of vocational agriculture. Accordingly, the literature has been searched for some pointed suggestions on the techniques of interviewing. These follow in the form of do's and don'ts.

Do This

1. Provide comfortable, private quarters for holding the counseling interview.
2. Study each student's case before attempting to interview him.
3. Open the interview with a 'warm-up' period before broaching the problem.
4. Help the student identify his problem; be interested; help identify strengths, weaknesses, and limitations; be realistic.
5. Encourage student to make up his own mind; use tests as needed, review alternative plans and consequences of each.
6. Close interview when the main issue has been settled.
7. Keep all information confidential; keep in touch with student afterwards.

Don't Do This

1. Monopolize the time during the interview by talking too much.
2. Talk over the telephone, or read, during the interview.
3. Be too sympathetic, too impersonal, or bias the issue in either direction.
4. Read from notes, or take notes during the counseling interview.
5. Be too quick to give advice or offer ready-made plans.
6. Be too positive in interpreting test results—John may be the one in 100!
7. Talk about counselee's problems to others.
8. Encourage or give assent to the making of unrealistic plans.

Implications

Although considered to be a professional art of a high order, counseling is a necessary function of teachers of vocational agriculture. As valuable as this service can be, however, it is not without some danger in the hands of untrained persons. Vo-Ag teachers should regard the personality disorders, sex problems, social maladjustments, and mental quirks as professional quicksand. These men are not clinical psychologists; they should refer all such cases to those who are trained to handle them.

It has been pointed out in the literature that no counselor can hope to attain the absolute point of view of another person's problem; it is doubtful, therefore, that he should attempt to give direct advice or offer concrete plans for that person. The counselor's responsibility consists of: (1) helping the counselee to see all aspects of his problem, (2) assisting him to understand the various relationships in the problem, (3) helping the student to explore various plans and possibilities, (4) assisting the counselee to think through the various plans to the possible conse-

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article, which are and will be helpful in our specific program of operation and administration. Copies of the survey forms are available to any interested person upon request. □

The Counseling Role - - -

(Continued from page 229)

2. The non-directionists do not rely on information gained through tests or other procedures at all. Rather, they perceive human problems as being rooted in emotional disorders, and they believe that the best approach to a solution is through having the counselee do most of the talking. Non-directionists exert great effort to get the student to state his problem verbally and to see all aspects of it; they look for a deeper rooted problem than that usually claimed by the student. This type of counseling depends on having the counselee 'gain insight' through discussion and reflection; and finally the solution must be evolved by the counselee himself. Little direct advice is given.

Apparently some 'middle ground' is needed in the type of counseling that is

A Vo-Ag department investigates an important factor in selecting swine breeding stock

Slaughter tests prove a point

ARLYN W. HOLLANDER, Vo-Ag Instructor, Markesan, Wisconsin



A. W. Hollander

THE production of U. S. No. 1 "meat type" hogs has been stressed in the sow and litter analysis work in the supervised farming programs carried on by the Vo-Ag students and the Young Farmers of the Markesan High School. (See last month's issue of Agricultural Education Magazine, page 200.) There is reported here a further analysis of the results of the swine production program carried on in the Markesan Vo-Ag department.

In order to determine how far we had progressed in the production of meat type hogs, arrangements were made in the spring of 1955 for a special slaughter check at the Oscar Mayer & Co. plant at Madison, Wisconsin. The program gained momentum when the local Kiwanis Club donated \$50.00 to be used for prizes for the best meat type hogs. One of the members made the statement, "Anything that we can do in supporting a program that will take fat off the hog and at the same time put more lean meat into the carcass will be a program that will benefit all of us."

Fifteen Boys Sell One Hog Each

In the fall of 1955, each of fifteen boys sold his best market hog to the local Oscar Mayer & Co. buying station. The hogs were identified by ear tag number and ear notch. The boys graded and

placed the hogs prior to trucking to the plant. Before slaughtering, the plant identified the hogs with a tattoo number. A field trip was taken in order to study the carcasses at the plant. We received wonderful cooperation from the plant, and valuable assistance from Mr. Robert Bray, Meats Specialist from the University of Wisconsin. Mr. Bray checked fatback measurements and carcass length in order to place the carcasses from one to fifteen. Placings were made in order to distribute the prize money donated by the Markesan Kiwanis Club.

Variations in Loin Eye Muscle Are Great

Limited arrangements were made to rib out five loins so the loin eye area between the tenth and eleventh ribs would be exposed. The two top carcasses were ribbed, a fourth place carcass was ribbed, and the fourteenth and fifteenth place carcasses were ribbed. The top carcass hog was a 220 pound Poland China with a carcass length of 28.8 inches, a fatback thickness of 1.5 inches, and a loin eye area of 6.57 square inches. This was the largest loin eye cut to date at the Oscar Mayer & Co. plant in Madison. The second place hog was a Duroc which weighed 210 pounds, with a length of 30.4 inches, a fatback thickness of 1.5 inches, and a loin eye area of 4.44 square inches. This was considerably less than the Poland, but the Duroc was 1.6 inches longer. Cutting pork chops one-half inch thick on both sides would give six extra pork chops in the Duroc carcass. The fourth place Yorkshire was ribbed out and had a loin eye area of 4.18 square inches to go with a live weight of 215 pounds, a carcass length of 31.3 inches, and a fatback thickness of 1.57 inches. This Yorkshire was "cat hammed" and was placed down for that reason.

The two hogs which placed fourteenth and fifteenth were also ribbed out. The fourteenth place hog was an overweight Chester White at 245 pounds, which had a length of 30.8 inches, a fatback thickness of 2.23 inches, and a loin eye area of 4.23 square inches. This was a U. S. No. 3 hog, but would have been a meat type U. S. No. 1 hog at 200 to 210 pounds. The hog had the length and loin eye area to have qualified, but the extra weight was practically all fat. The last place hog was a 225 pound Duroc with a length of 28.7 inches, a fatback thickness of



A contrast in pork chops! The loin eye section on the left measured only 2.76 sq. in., while the one on the right measured 6.57 sq. in. The slaughter test which provided this information was supervised by Roy Ormond, Farm Service Director of the Oscar Mayer & Co., Packing Plant, and Robert Bray, meats specialist, Univ. of Wisconsin (left to right). (Photos on this page by A. E. Wiemer.)

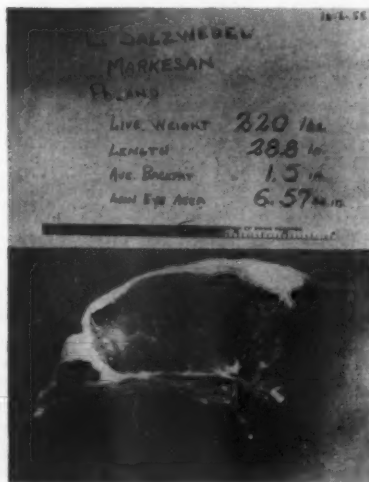
1.9 inches, and a loin eye area of only 2.76 square inches. What a difference! Compare this pork chop with that of the top hog having a loin eye area of 6.57 square inches. The top hog had a pork chop almost 2.4 times larger than the pork chop of the last place hog. (See Picture.)

Information on the rest of the hogs in the slaughter check will be found in Table I, page 233.

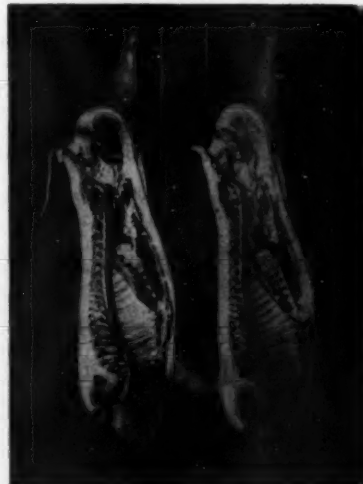
The boys had an opportunity to see how their individual hog looked when dressed out and hung up in the cooler. Gratings and placings made on the live animals were checked. The boys had an opportunity to compare carcass hogs of different breeds. The most important point learned was the tremendous difference between hogs within a breed. Also, it was shown that all breeds represented included U. S. No. 1 meat type hogs.

Breed Certification Data

In Table II, page 233, is a composite table which takes into consideration minor variations in carcass length and



The largest pork chop cut to date at the Oscar Mayer & Co. plant in Madison, Wisconsin. This pork chop measured 6.57 square inches of loin eye muscle.



The first place Poland China carcass on the left, and the second place Duroc carcass on the right are the meat type U. S. No. 1 hogs that the market demands today.

TABLE I
Hog Tests — Markesan Vo-Ag Department

Placing	Breed	Live Weight	Hot Weight	Length	Average Fatback	Market Grade	Loin Eye Area
1	Poland China	220	158	28.8	1.50	U. S. No. 1	6.57
2	Duroc	210	156	30.4	1.50	U. S. No. 1	4.44
3	Duroc-Poland Cross	195	138	29.0	1.50	U. S. No. 1	
4	Yorkshire	215	156	31.3	1.57	U. S. No. 1	4.18
5	Duroc	195	131	28.1	1.37	U. S. No. 1	
6	Chester White	200	138	28.5	1.40	U. S. No. 1	
7	Poland-Berk Cross	215	147	30.4	1.70	U. S. No. 1	
8	Duroc	185	134	27.9	1.47	U. S. No. 2	
9	Chester White	210	152	29.1	1.67	U. S. No. 2	
10	Duroc	180	119	27.5	1.57	U. S. No. 2	
11	Duroc	230	166	29.0	1.93	U. S. No. 2	
12	Duroc	205	143	28.1	1.80	U. S. No. 2	
13	Duroc-Spotted Cross	210	147	28.6	1.80	U. S. No. 2	
14	Chester White	245	182	30.8	2.23	U. S. No. 3	4.23
15	Duroc	225	154	28.7	1.90	U. S. No. 3	2.76

TABLE II
Composite Table on Certification Requirements

Weight	Loin Area (Minimum)	Length (Minimum-Maximum)	Fatback Thickness (Minimum-Maximum)
180 to 199	3.5 square inches	28.0 to 31.5 inches	1.1 to 1.6 inches
200 to 214	3.75 square inches	28.5 to 32.0 inches	1.2 to 1.7 inches
215 to 230	4.0 square inches	29.0 to 32.5 inches	1.3 to 1.8 inches

fatback thickness in breed certification programs. All breeds, to date, agree on minimum loin eye area for definite weight ranges. (Additional information on certification requirements can be obtained from the breed office.)

All U. S. No. 1 Hogs Are Not Meat Type Hogs!

"All meat type hogs are U. S. No. 1 hogs, but all U. S. No. 1 hogs are not meat type hogs." U. S. No. 1 hogs take into consideration ratio of fat to lean, carcass length, and average fatback thickness in relation to weight. U. S. No. 1 meat type hogs also include loin eye muscle requirements. For example, a 210 pound hog with a carcass length of 31.0 inches, a fatback thickness of 1.4 inches, and a loin eye area of only 2.5 square inches would be a U. S. No. 1 hog, but could not be classified as a meat type hog. By checking with Table II, this hog should have a loin area of 3.75 square inches. Let us specify, "U. S. No. 1 meat type hogs." What good will we do the swine industry if we remove the backfat and have nothing underneath?

What Should We Select For?

We are interested in a hog which will cut out around fifty per cent in the four lean cuts, and will reach market weight in six months or less. Breeding stock should have meatiness in the hams and loins, adequate chest capacity for health and ruggedness and show good "doing" qualities. If you have doubts about the meatiness of the gilts and boars which you are buying, ask the purebred breeder to show you the backfat probings of the gilts and boars. With the backfat probing results you will be able to tell if the gilt or boar has meat in it by carefully studying body conformation, chest capacity, and ruggedness of the animal in question. With the farrowing record, and PR record if available, you will be able to tell if they are the most marketable hogs.

Check to see if the animal has trim jowls and smooth shoulders which blend in with the rest of the body. Be sure that the animal does not "roll" over the top, or have a deep, countersunk tail setting. These characteristics will do much to tell you if this is a meat type hog—if backfat probings are not available. Be sure that the animal has straight legs which are under the corners. Watch the animal when it walks on a clean, hard surface such as concrete. Pigs walking in three or four inches of sawdust or straw may be hiding a multitude of sins. Arrive at sales early enough so you will have plenty of time to look over a herd boar, or replacements for the sow herd.

Selecting on the basis of size of loin eye muscle and thickness of fatback are two of the most effective devices to use for selecting breeding stock. This type of selection will make money for the commercial hog man and the purebred breeder. Selecting on the basis of type and show ring winnings in too many instances leads to disappointments. Buy each animal on its own worth. Certification is a big help, but it is not the complete story. The animal which passed all certification requirements when slaughtered was perhaps the gilt or boar to select—if it were still alive as a gilt or boar. Be sure that the remainder of the animals from that litter are meaty, "good doing" pigs. Certification, backfat probings, and the points listed above, will do much to get your boys off on the right foot in the swine business. □

Creating Desirable - - -

(Continued from page 228)

agriculture on real problems encountered by the students on their home farms.

2. Help the group to arrive at clearly stated goals and let the group have a share in planning ways and means to achieve these goals.

3. Count the students in on the evaluation of progress made in class. Let the group agree on ways and means of evaluating student progress.
4. Encourage as much group participation as possible.
5. Give students many opportunities to proceed on their own with FFA activities and projects. "Feed" to students the amount and kinds of responsibilities which they are ready to assume and able to discharge wisely.
6. Maintain a balance between competitive and cooperative activities carried out in the classroom.
7. Treat each student as an individual. Encourage the development of desirable abilities which are unique with a given person.
8. Lean heavily on group members for responsibilities connected with classroom activities. Be sure each person understands the importance of his contribution to the group activity.
9. Avoid critical statements, threats, and sarcasm.
10. Teach children the social skills they need in order to work effectively in groups.
11. Arrange the seating in a circular or U-shaped pattern.
12. Check periodically on the sociometric qualities of your class.

This list is not complete and other practices conducive to democratic climates can be added by teachers. Teaching methods which foster a high degree of pupil interaction offer many opportunities for important social learnings. The nature of the problems of present-day society behooves us all to give more attention to the problem of creating desirable social climates in our public schools. □

The Counseling Role - - -

(Continued from page 231)

quences, (5) seeing that the student has available and understands all the information he needs to interpret his questions, (6) resting the final decision with the counselee, not the counselor. It is doubtful that any teacher of vocational agriculture would be willing to accept the responsibility of planning the life of one of his students.

If teachers of vocational agriculture will stick to the problem areas wherein they have reasonable understanding and competency; if they will develop reasonable skill in interviewing; and if they will take precautions to avoid the pitfalls that have been previously cited, we should have no trouble fulfilling our non-professional counseling role in the guidance program. □

New Publication

A new publication—"Technical Skills Needed by Teachers of Vocational Agriculture," printed by the Interstate Press, Danville, Illinois, is now available to teachers at a cost of 37 cents. A. M. Ahalt, head of the Department of Agricultural Education in Maryland, directed the preparation of the bulletin. Orders should be sent direct to Interstate Press.

News and Views of the Profession

New Head of Department in Nevada



Howard Christensen

HOWARD Christensen was appointed head of the Department of Agricultural Education and Farm Mechanics, College of Agriculture, University of Nevada, effective last July 1. Prior to this time Nevada hadn't had a full-time person appointed to carry on teacher training work.

Professor Christensen is a native of Utah where he received a B.S. in Agricultural Education at Utah State Agricultural College in 1940. He obtained an M.S. degree from Colorado A. & M. in 1953. His teaching experience includes one year in Idaho and 14 years in Nevada. He has worked extensively with the Future Farmers of America organization and in the field of public speaking.

In Nevada Professor Christensen will spend about half his time doing in-service work with vocational agriculture instructors throughout the state. He will also act as State FFA Executive Secretary, prepare subject matter and teach undergraduate work at the University.

Two Envious Records Are Completed

HAROLD D. CARVER, Vo-Ag Instructor, Merriam, Kansas

TWO Kansas teachers of vocational agriculture will retire at the end of this school year. Their records of accomplishment and length of tenure in one community have seldom, if ever been equalled. Wm. R. Essick will have completed thirty-seven years of continuous service in Lawrence; and Ira Plank of Winfield, thirty-six years in his present position after having served two years as vocational agriculture teacher in Harper. Before that, he had taught seven years in rural grade schools, while part-time farming with his brother.

The story of their professional lives as teachers of vocational agriculture is the story of American agriculture during these past thirty-seven years—an era of transition from horse to horsepower, manual labor to mechanization, isolation to cooperation, social inferiority to social equality, and so on. Nationally, this was a period of war, post-war, cold war, financial boom and the greatest depression of all time. These were the years during which Ira Plank and Bill Essick taught young boys in their classrooms, in their shops and on their farms; when they counseled with young men as they became established in farming or in occupations related to farming.

It is not the purpose of this article to portray these two veteran Kansas teachers of vocational agriculture as supermen, or as Master Teachers or to make use of the superlative in any other manner. They are two men, who long ago, dedicated themselves to the profession of teaching boys in the way of modern agriculture and in good American citizenship. Their programs toward this end have been closely parallel, yet distinctive.

Bill Essick of Lawrence

Bill Essick came to Lawrence in 1919. The vocational agriculture department was then housed in an abandoned Salvation Army building. As can be imagined, his first department was a far cry from the ultra modern one he built and is now leaving. But, from the start, his department has been a model of planning and neatness; so symbolic of his personal habits. He found out long ago that attractiveness need not be financially expensive. Good housekeeping, important though it is, does not necessarily mark the successful teacher.

The walls of the fine new Vo-Ag classroom at Lawrence are adorned with many neatly framed certificates and other evidences of successful competitive activities. State and district winning judging teams, state Gold and Silver Emblem Chapter awards, and an entry in the national Better Chapter Contest are among the major accomplishments of the Lawrence (Jayhawk) Chapter of FFA. In addition, Bill has had four state officers, thirty-seven State Farmers, and a state public speaking winner (killed in a tractor accident before the regional contest). His FFA basketball and softball teams have been consistent winners (as this writer has found out too many times).

Farming programs of his students have kept pace with the vocational agriculture department's development. Pride of accomplishment at home has matched the standards set at school. This very important fact was brought out during a special recognition banquet program for Mr. Essick by his former students—far too many to enumerate here. Yet, proficiency in farming has been but a part of a program built to develop the individual boy at Lawrence.



Essick receives a volume of congratulatory letters from former students presented by Emil Heck, Jr., a graduate of Essick's classes.

In addition to a busy teaching schedule, Bill Essick has found time to take part in many community and professional affairs. He is a past president of the Kansas Vocational Agricultural Association, past president of KVA, has served as chairman of every major state KVAA committee, and has been active in other professional activities. He is a Mason, a member of the Board of Trustees of the Plymouth Congregational Church, Kiwanis Club, Chamber of Commerce and helped found the annual Douglas County FFA-4-H Fair.

A recent recognition banquet was given for Mr. Essick. The fine, new cafeteria was filled with fathers and sons of students (many who came in both categories), fellow teachers and others who came to pay tribute to a man who had served the Lawrence community so long and so well. A large bound volume of letters from friends, gifts to Mr. and Mrs. Essick and announcement of a memorial fund were presented. These will be treasured by the Essicks in the years to come. They will continue to live in their attractive home just off the edge of the campus of the University of Kansas. A 160-acre farm acquired several years ago will occupy more of Bill's time, although he has already been practicing what he has been preaching on it.

Ira Plank of Winfield

It has already been said that Ira Plank's professional life has closely paralleled that of Bill Essick. He too started out as a young teacher of vocational agriculture under adverse conditions. But, the same philosophy of service to the individual has endeared him to his community. He too, is leaving an ultra modern department, built after long years of constant improvement. It too, is adorned with many evidences of success in the competitive field.

His students have won state speaking contests three times, three state winning judging teams, state Gold Emblem Chapter twenty times, one national Chapter



A typical scene during the long career of Ira Plank of Winfield, Kansas, who retired after 36 years of Vo-Ag teaching.

Silver Emblem rating, fifty-two State Farmers, four American Farmers, the first state FFA president and countless lesser winnings.

Ira Plank has written articles for *Agricultural Education Magazine*, attended eight AVA meetings and has been on AVA programs three times. He is a past president of KVAA and KVA, and has served on every major KVAA committee in the state, as well as having had an important part in many other professional activities.

As with every other successful teacher of vocational agriculture, he has been instrumental in developing his student's individual farming programs. These continued to final establishment in farming and have surrounded Winfield with countless fine farms. Even so, the educational process has continued through young farmer classes, adult evening schools and by other means.

Needless to say, Mr. Plank has taken an active part in community affairs as indicated by membership in: Chamber of Commerce, Lion's Club, School Master's Club, Farmer's Union, Farm Bureau, secretary of the Cowley County Fair Board, and as an active worker in his church. A lot of living in one community.

Ira Plank and Bill Essick disclaim any thought of "retiring"—now, or at any time during their lifetimes. Just a "change of activities." Ira, with his special mechanical aptitude, probably will develop some of the ideas he has had in his mind for many years. Bill, with the help of his grandson, Tommy, will further develop the farm near Lawrence, which has already received the benefit of his agricultural knowledge. This writer has known both men intimately, as fellow workers and as competitors, for many years. Bill, as a neighboring Vo-Ag teacher, is almost as familiar with the insides of the Lawrence department as he is with his own. It is with this background that this writer confidently predicts the Plank and the Essick doorbells will continue to be rung by former students and friends, dropping in for a visit—and a little needed advice.

Retire? No, just a change of activities—unhampered by unavoidable schedules, written reports, and other "necessary evils" confronting every teacher. Just taking it easy—and how well these two men will have earned this right.

Byram Goes to Cuba

Dr. H. M. Byram, Chairman of the Agricultural Education Service, Michigan State University, entered upon an assignment last February 1, as educational consultant to the University of Santa Clara, in Santa Clara, Las Villas, Cuba. The assignment was made by the International Cooperation Administration.

Byram's work in Cuba is to assist in reorienting the curriculum and program of study of the School of Agriculture in the University.

This assignment is for a three months period.

1956 Program of Work of the Agricultural Education Division, A.V.A.

LLOYD J. PHIPPS, Secretary Agricultural Education Division, American Vocational Association

THE 1955 activities and the plans for 1956 of the Professional Information Committee, the Professional Relations Committee, the Research Committee, the Standards and Policies Committee, and the Teacher Education Committee were presented and approved by the Agricultural Education Division of the American Vocational Association at the convention in Atlantic City, December 5-9, 1955. These committees are the standing committees of the Agricultural Education Division of the A.V.A. and their plans, plus the plans of special committees, constitute the program of work of the Division.

Following are the reports and plans of the five standing committees.

Professional Information

The committee plans to continue publishing in *The Agricultural Education Magazine* information concerning available teaching aids.

Ralph Woodin, Ohio, reported for a sub-committee appointed in 1954. This sub-committee worked with the National Project on Agricultural Communications (N.P.A.C.) on a proposed project to develop a uniform filing system in agriculture.

Ralph Woodin was appointed to represent the Agricultural Education Division of the A.V.A. on a committee to be appointed at a later date by the N.P.A.C. for further study of the project. Mr. Woodin suggested that the committee inform Mr. Stanley Andrews of the N.P.A.C. of the continued interest of the agricultural education section of the A.V.A. in this project.

Paul Sweaney reported the progress of a second sub-committee working with the N.P.A.C. to consider "The Development of a Procedure for Communicating the Results of Research in the Professional Aspects of Agricultural Education." Some progress has been made, he said, and in the near future a steering committee representing various interested groups would be appointed. Mr. Sweaney was appointed to represent the Division on this committee.

R. E. Bass, Vice-president of the A.V.A., requested that the Professional Information Committee prepare a leaflet for teachers of Vocational Agriculture relating to membership recruitment. The committee agreed to accept the responsibility. Robert J. Bishop, N.V.A.T.A. representative, was appointed to draft the leaflet for presentation to Chairman Sutherland. Joe Duck was appointed to obtain a picture for the cover of the leaflet.

S. S. Sutherland was re-elected Chairman and Joe Duck was elected Secretary for the ensuing year.

Respectfully submitted,

S. S. Sutherland, Pacific Region,
Chairman

Wallace Elliott, North Atlantic Region

Arthur Floyd, Inter-region

Robert J. Bishop, N.V.A.T.A.

Joe Duck, Central Region, Secretary

George Weigers, (representing J. C. Atherton), Southern Region

Professional Relations

The objectives and scope of our committee work is to plan and implement the professional relations of those engaged in vocational agriculture with other groups engaged in agricultural and public school work.

As an objective for the year ahead, the committee has set for itself the task of studying and identifying the practices and procedures which have proven most effective in the various states in developing desirable relationships with four groups: (a) Farm organizations, (b) Agricultural agencies, (c) Other school teachers, (d) Public school administrators.

We think plans for securing such data can be developed whereby the regional chairmen on the committee can secure such information from the states in their region.

We recommend that each regional conference give adequate time to the problems in the area of professional relations and supply data on the four groups mentioned above, which can be analyzed and incorporated into the accomplishment report of our committee at the next A.V.A. convention.

We feel that if our committee is to render maximum service to the national organization it can do so only if each region has a functioning, effective professional relations committee which pools its findings and ideas with the national committee.

We, therefore, respectfully appeal to the membership at large for ideas and suggestions for a program of work in keeping with the critical importance of the area assigned to us.

In planning for the future we feel our committee should have at least one full day's meeting before the official opening of the next A.V.A. Convention.

Respectively submitted,

Harry McDonald, North Atlantic Region, Chairman

C. B. Jeter, Inter-region

Joe R. Cuffman, N.V.A.T.A.

Hampton Hall, Central Region

Research

Activities During 1954-55

1. Encouraged and assisted with the development of research in the several regions.

2. Promoted research sessions in regional conferences and special research workshops in the regions.

3. Compiled lists of agricultural education studies in progress during 1954-55

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for publication in the May, 1955, issue of *The Agricultural Education Magazine*.

4. Supplement No. 8 to "Summaries of Studies in Agricultural Education," the material for which was assembled by the Committee, was published from the U. S. Office of Education as Vocational Division Bulletin No. 256, Agricultural Series No. 66, in March 1955.

5. Assembled, edited, and organized material for Supplement No. 9 to "Summaries of Studies in Agricultural Education" series. The manuscript, submitted to the U. S. Office of Education in September, 1955, includes annotations for 194 studies completed during 1954-55. Twenty were professional projects planned and prosecuted by members of supervisory or teacher-education staffs. Twenty-four were doctoral dissertations, 17 for the Ph.D. and 7 for the D.Ed. Sixty-eight were research problems other than theses completed in partial fulfillment of the requirements for advanced degrees, and the other 82 were theses written as a part of the work for M.S., M.Ed., or M.A. degrees. A noteworthy trend in the studies of this last year is the emphasis upon efforts to gauge the developing effects and impact of the changing economic environment, of population changes, and of the changes in farming practices upon the whole of rural life. This trend would appear to be in exact fulfillment of the general purpose of research in this field, i.e., to promote growth and improvement in the program of vocational education in agriculture.

6. Met for planning sessions, sponsored by the Vocational Division of the U. S. Office of Education, in Washington, D. C., May 23-24-25, 1955.

7. Revised instrument designed to gather status information necessary to set up the "Experiment in the Development of Young Farmer Classes in Vocational Agriculture" in accordance with suggestions received from the 1954 and 1955 Regional Conferences, and from the members of the Advisory Committee present at the Washington meeting in May 1955. That instrument has been printed as "Schedule A" and is ready for use in the several regions as soon as a director for the national study can be named in accordance with the action taken by the Agriculture Section at the Chicago Convention in 1953.

8. Developed tentative drafts of three other data-gathering instruments, designated "Schedules B, C, and D," proposed by the Advisory Committee at the Washington Conference. They are designed to secure information about reactions and attitudes toward Young Farmer Classes from School Administrators, State Supervisors and Teacher Trainers, and the "young farmers" themselves. The tentative drafts of these three schedules have been distributed to the regional representatives on the Committee on Research, and will be presented by them for review and criticism in their respective regions.

9. Compiled a list of suggestions for immediate field trials, also proposed by the Advisory Committee in the Washington meeting. This list was compiled

by Dr. R. E. Bender, reviewed by other members of the Committee, submitted to Dr. W. T. Spanton, then duplicated in the U. S. Office of Education and circulated by Dr. Spanton in memorandum form, under date of June 28, 1955, to all State Supervisors of Vocational Education in Agriculture.

10. Compiled the list of studies recommended for the attention of research workers in Agricultural Education. These proposals, for the most part, developed in the discussions with the Advisory Committee and are recommended for prosecution by individual workers or by a number of individuals or state staffs working cooperatively on a State, Regional, or National basis.

11. Planned a session on research for the program of the Agricultural Education Division of the 1955 A.V.A. Convention.

Plans for 1956

Experiences in assembling the annotations for supplement No. 9 to "Summaries of Studies in Agricultural Education" were reviewed. It was agreed that the format instructions used for the past year were effective and should be continued in all Regions.

It was reported that the schedule (A) for gathering data for the first survey phase of the National study "An Experiment in the Development of Young Farmer Classes in Vocational Agriculture" had been presented in all Regions, either at the annual Regional Conference, or at research conferences, and that all is in readiness for the work to go forward as soon as a director can be appointed for the study. The Chairman was authorized to proceed with all efforts to expedite this appointment, and to get the work under way.

Tentative drafts of three other data gathering schedules were discussed: Schedule B, for the young farmers themselves; Schedule C, for Supervisors and Teacher Trainers in Agricultural Education; and Schedule D, for School Administrators. Suggestions for revision from the North Central Region were reviewed. Other regional representatives are to forward suggestions from their respective regions to the Chairman, and revised versions of the three schedules are to be circulated for final review before being printed for use in the study. It was further agreed that, so far as present plans go, Schedules B, C, and D will be used only in the same fashion as Schedule A, i.e., to contribute to formulation of a recommended pattern, or patterns, for the experiment in selected pilot centers. Instructions for sampling are to be included with the three schedules when they are distributed to the Regions.

The following RESOLUTION was drafted to be submitted to the Resolutions Committee of the A.V.A.:

WHEREAS: It is believed that, to accomplish more effectively the broad and accepted objectives of education, more attention must be given to fundamental research in the planning and development of programs, and that leadership for this research should be specifically

provided on both State and National levels; and

WHEREAS: It is known that the Vocational Education Acts stipulate that funds appropriated to the U. S. Office of Education are for research and administration; and

WHEREAS: An important study designed as "An Experiment in the Development of Young Farmer Classes in Vocational Agriculture" planned to be conducted on a national basis, cooperatively among the Regions, is at an unfortunate standstill awaiting the appointment of a national director and coordinator;

BE IT RESOLVED:

First, that immediate and energetic attention be given to fulfillment of the responsibilities of the Agricultural Education Service of the U. S. Office of Education for conducting, stimulating and coordinating research in Agricultural Education; Second, That the research position in the Agricultural Education Service be re-established and filled as soon as proper budget provisions can be made, and that the person or persons appointed to these duties should confer with the State staffs in Agricultural Education about procedures in conducting studies designed for improvement and development of the program; and Third, That pending the re-establishment of a permanent research position there should be a temporary appointment of a director for the study "An Experiment in the Development of Young Farmer Classes in Vocational Agriculture."

The incumbent Chairman (H. S. Brunner) and Secretary (Leo L. Knuti) were re-elected for 1955-1956.

Respectfully submitted,

Henry S. Brunner, North Atlantic Region, Chairman

Ralph E. Bender, North Central Region

J. N. Freeman, Inter-region

T. J. Horne, Southern Region

Standards and Policies

It is recommended that the plan now followed of having an advisory committee meet with the Agricultural Education staff of the U. S. Office of Education at least once each year, be continued.

It is recommended that the committee representatives in each of the regions and of the N.V.A.T.A. procure from their respective groups matters which could be discussed jointly by the advisory committee and the Agricultural Education staff of the U. S. Office of Education.

WHEREAS, since there is a need for a full-time planning specialist in Agricultural Education in each of the regions, and whereas the states and regions feel that there is need for adequate full-time personnel to coordinate properly and administer the FFA and NFA program and whereas there is a need for personnel to spend full-time in improving and coordinating the research in agricultural education done in the

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Can you make use of this unusual idea?

A farm-city student exchange program

LOY R. CLARK, Vo-Ag Instructor, Smithville, Ohio



Loy R. Clark

THE week of October 16-22 initiated the first Farm-City Student exchange program in Ohio, and probably in the nation. During that week three senior students from Parma Senior High School, Parma, Ohio (near Cleveland) visited Wayne County.

These three city boys lived with three typical farm boys studying vocational agriculture, attended classes with these boys, helped do chores, and in general, got a picture of farm life.

The three students—Richard Bohmer, George Erml, and Robert Simpson attended Northwestern, Waynedale, and Orrville schools respectively. Each of these schools conduct Vocational Agriculture.

The boys from Greater Cleveland were interested in "price supports," "surplus," student government, class assignments, farm life in terms of routine chores and recreation, and also in the Future Farmer Organization. They voiced considerable enthusiasm over the opportunities boys had in learning leadership in the FFA.

It is interesting to note that two out of the three boys plan to spend time "back on the farm" next summer with their newly made friends.

Twice during the week the boys from Parma had the opportunity to get together. Monday evening they attended the Chapter Farmer Initiation banquet and ceremony at Waynedale. Here they saw the FFA in action and had a chance to hear Harrison Dillard speak on the "Indians and Olympics." On Wednesday evening they met with the district FFA officers at Medina where they worked on the program of activities for the year.

County Teachers Initiate Program

The above experiences were made possible as a result of an idea developed by the Wayne County Vocational Agriculture teachers. Members of this group include teachers and departments as follows: Dalton, Dale Scott; Green, Loy R. Clark; Northwestern, Elias Lewis; Norwayne, Lynn Welker; Orrville, Paul W. Mengert; Shreve, D. N. Palmer; Waynedale, Bruce Simon; Wooster, Glenn R. Boling.

These agricultural teachers believe that more effort should be made to develop a positive understanding between the farm and urban segments of our society. They also know that one of the best educational methods is first hand

experience. Certainly their concept of "Learning by Doing" has brought big dividends in other areas of teaching.

The idea was discussed with local superintendents of schools and with Ralph Ely, Wayne County Superintendent of Schools. Mr. Ely agreed to contact two schools in Greater Cleveland. As a result of these contacts; William S. Bassett, Principal, Parma Senior High School found three boys desiring the experience and meeting the recommended requirements.

The Future of the Program

The Wayne County teachers believe that such an idea can only be as good as the participants. Therefore, they had recommended that the boys exchanged should be mature Juniors or Seniors, good students, come from a good home, be a fair speaker and mixer, and be a non-smoker. This last characteristic is particularly important from a safety point of view around barns. Faculty members had elected the boys who represent their respective schools.

It had been hoped that eight boys would be secured for the program so one could be placed in each of the eight vocational agriculture departments in Wayne County. Since only three town boys were available this year, the three departments mentioned above were used.



A "city" boy finds out what it is like to operate a farm tractor. Robert Simpson, senior of Parma, Ohio, gets a few pointers from Paul Mengert, Vo-Ag Instructor of Orrville, Ohio, during the "exchange" period.



The three city students from near Cleveland pose with their "country cousins" upon arrival for the week of experience in the typical life of a Vo-Ag student, both on the farm and at school. Can you tell who are city and who are farm boys?

The agricultural teachers of Wayne County believe that the response received by this "pilot" group appears to warrant further development of this program. Next year we plan to have eight boys from Cleveland come and get better acquainted with what farmers in Wayne County and farm boys in Wayne County schools are doing.

This spring Parma Senior High School will play host to three boys from Wayne County. The boys will live at the homes of their new "city friends" and get a real insight on the city boy, his family, his school, and his social activities. □

1956 Program of Work - - -

(Continued from page 236)

states, regions, and nation, it is recommended that these matters be given careful consideration by the Commissioner of Education, the Assistant Commissioner of Vocational Education, and by the Executive Committee of the A.V.A.

It is recommended that the Executive Council of the Agricultural Education Section of the A.V.A. submit names of persons to the agricultural member of the A.V.A. Nominating Committee for the Agricultural Education Section Vice-president, and for any other officers to be elected by the Agricultural Education Section.

Respectively submitted,

R. C. S. Sutliff, North Atlantic Region, Chairman
Ed Naugher, Consultant, U. S. Office of Education
R. W. Cline, Pacific Region
W. J. Parent, Southern Region
E. M. Morris, Inter-region
R. J. Lyday
Luther Hardin
C. E. Bundy, North Central Region, Secretary

Teacher Education

The work of the Teacher Education Committee for the past two years has been concentrated on preparing a Statement of Guiding Principles Pertinent to Training Teachers of Vocational Agriculture. During this time this statement

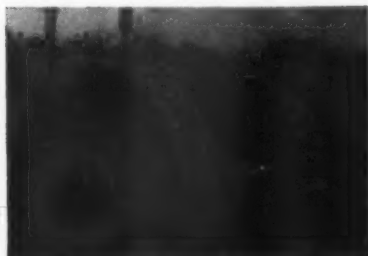
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....Tips that work....

A Practical Cooperative Project

IN March of 1955 the members of Corvallis FFA decided to buy a tractor that had gone through a fire to determine if it could be renovated. This decision was made because of experience to be gained for the members and because the tractor would add to the Chapter equipment inventory.

After thoroughly removing all excess dirt and ashes and getting down to bare metal, it was decided that the block, transmission, and rear end were not damaged, therefore complete repair was possible.



The tractor when purchased. Fire damage was quite heavy.

With the approval of the high school principal and the executive council of the FFA, a budget was presented to the Chapter membership for the final decision. Because all of the work was educational, permission was granted to use some funds from the regular Vo-Ag budget; and since the Chapter was to claim the tractor when completed, the balance of money needed would come from the Chapter funds.

A complete job sheet was presented, and the go-ahead-signal was given; the demolition crew moved in.

Parts purchased from the local dealer and assembled in the Vo-Ag shop by members of the four agriculture classes were:

A new radiator core, repair radiator shell, new wrist pins, new piston rings, valve grind job, 2 new valve springs, new connection rod bearings, new main bearings, new magneto and high tension wires, new steering wheel, 2 new rear tubes, exhaust stack, new instrument panel gauges, new spark plugs, a second-hand starting motor, a second-hand generator made over into a 12 volt system, 2 used 6-volt batteries, complete gasket set, a new reduction gear, a used carburetor and jets, new tires, tubes, wheels for front end, a second-hand seat, new gas tank, new governor weights, 2 used rear tires.

Lines, elbows, lock washers, nuts, bolts, filters, a 3-coat paint job, a box of decals, and other items too numerous to mention made this shop project a complete success.

The total expenses were \$550. The school district paid \$178.00 of the bill, and the Chapter paid the balance. The fifty members of the various classes had



The tractor after being renovated.

contributed approximately 330 hours, and each felt that his efforts were well-paid upon discovering that the tractor performed as well as it did when new.

Skeptical Chapter members and others were pleased to know that the tractor would work and conceded that the project was really worth while.

DONALD KABLER
Vo-Ag Instructor
Corvallis, Oregon

Having Banquet Trouble?

SHOULD the annual parent and son banquet exhaust the Chapter treasurer? The Wardsville FFA Chapter has the answer to that question. Each year we conduct a "Parent and Son" banquet with approximately 85 attending, at an annual expenditure of about \$7.00.

The banquet is held in the school lunch room. The local Farm Woman's Club cooks the food. In return the Chapter cooperates with the women in helping with some of the activities which require man power. The Home Economics girls serve the banquet.

What about food? Two weeks prior to the banquet all the food items are listed on the blackboard during a regular Chapter meeting.

Then an atmosphere of an old time auction prevails. The first item listed is fifteen chickens. Who will bring a chicken? Someone calls out, "I will secure two," another, "put me down for one." So it goes for chicken, beans, apple sauce, jelly, pickles, flour and butter, etc.

On the morning of the banquet all the food is collected in the Vo-Ag Room. One committee kills and dresses the chickens, another peels potatoes. The ice cream committee secures the five gallon freezer and makes the "homemade ice cream."

The Farm Women arrive about three in the afternoon; all the food is ready to cook.

A month in advance of the banquet, the Chapter orders paper plates, napkins, cups and place cards from the Future Farmer Supply. This is the feature that attracts the women to prepare the meal, no cups or plates to wash. All surplus

food is delivered to needy families in or near the community.

Every member works on a committee, thus becoming a part of the banquet. The publication committee prepares the banquet news. Place card committee sets the tables and secures chairs, etc. Decoration committee takes care of all decorations and music. Reception committee greets the guests and takes them on a tour of the vocational building where attractive displays have been set up in the shop and Vo-Ag room. The minute-men or clean-up committee goes to work as soon as the banquet is over and restores the lunch room to normal. The program committee works up a snappy, attractive, educational program.

The Chapter works toward a goal of 100 per cent attendance of parents and FFA members. Seldom is the goal missed.

JOHN H. AYLOR
Vo-Ag Instructor
Wardsville, W. Va.

Mr. Teacher, Are You Missing an Opportunity?

HAVE you missed a chance to teach a farm boy more about the many complex problems of farming? Yes, I'm sure you have, just as I have many times; but I have found a way that helps me to avoid repeating some of the old mistakes.

It all began when our township erected a new grade school building and bought 15 acres of land for the location. The remainder of the 15 acres, after the playground was taken out, was turned over to the Vocational Agriculture Department as a site for their projects.

Having no farm shop, the boys in my department, as well as I, were thrilled to get this land as part of our Ag program.

It was immediately decided to use this opportunity to get practical experiences for our class-room study. The boys entered into the planning very enthusiastically because they were doing a major part of it. In the classroom we made our basic plans, formulated according to improved farming practices.

We had a good deal of hard labor getting this land ready for crops and livestock, but we learned many things during the process such as:

1. Use of a chain saw
2. Safety in using a chain saw
3. Methods of renovating a permanent pasture
4. Procedure in laying out contour lines
5. Procedure in laying out open-drainage ditches
6. Classification of land, according to the best crop use
7. Proper layout of fence lines for field conveniences

These practices were studied in the classroom and were actually put into operation on our FFA land. Some of the boys had already had some experience with one or more of these problems at home, but we employed every learning technique possible in developing these procedures further at school.

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Changes in the magazine staff

Howey Continues on Editing-Managing Board



Robert Howey

BY reason of his office as President of NVATA, Robert Howey, Vo-Ag instructor of Sycamore, Ill., represents the organization on the Editing-Managing Board.

He received his B.S. degree at Illinois University in 1937 and M.S. at the same place in

1950. Born and raised on a grain farm in central Illinois, he took agricultural work at Atwood High School. Bob started a department of agriculture at Newark, Illinois, and remained there sixteen years, moving to Sycamore, Illinois, in 1953.

Howey served as Vice-President of the Illinois Association of Vocational Agricultural Teachers, President of the Illinois Vocational Association, Vice-President of Region IV, NVATA, for three years, and was elected President of the National Vocational Agricultural Teachers Association at the Atlantic City Convention. He served as NVATA special representative on the Agricultural Education Magazine for the past three years as well as on the Editing-Managing Board.

Special Editor for NVATA

NELDON A. Taylor replaces Bob Wall as a Special Editor on the Magazine staff representing NVATA. This change took place as a result of Taylor's appointment as Publicity Chairman for NVATA at the AVA meeting in Atlantic City last December.



Neldon A. Taylor

Taylor is Coordinator of Agricultural Education at Shasta Union School and Shasta College of Redding, California. He also is treasurer of NVATA. He began teaching Vo-Ag in 1931 following graduation from Utah State College. Although a native of Utah where he engaged in farming with his father previous to teaching, all of his teaching experience has been in California.

Taylor served a three-year term as regional vice-president of NVATA previous to his present appointment. He also has been secretary-treasurer, vice-president and president of the California Agricultural Teachers' Association. In 1951 he was one of six teachers in California to receive the "Star Teachers Award" presented by the Sears-Roebuck Foundation.

strating a new farm practice once a week to the combined Ag classes.

Many improved practices that we have carried out on the FFA Farm have been taken home by the boys and applied to their own farming programs. This practical carry-over is a measure of our success.

The Vo-Ag students decided to set up a type of program on the FFA Farm so designed that a boy coming into Vocational Agriculture as a freshman and completing for years of Agriculture will get some experience with practically every type of livestock and crop adapted to our area of central Indiana.

The Supervised Farming Program Committee in our FFA Chapter decided we should let boys of limited opportunity in farm experience at home have a program on the FFA Farm. One such boy has graduated and is now enrolled in Purdue University. What is his major at Purdue? Agriculture, of course.

The boys have enjoyed seeing their farm develop from a brush-covered area of eleven acres to a clean grass-covered farm. We have had a great deal of fun and learned many things that would have been impossible for us to learn without this opportunity.

So, Mr. Teacher, are you missing an opportunity?

MORRIS NORFLEET
Vo-Ag Instructor
Spiceland, Ind.

NVATA Representative



Paul P. Mechling

PAUL P. Mechling, Vo-Ag Instructor at Lancaster High School, Lancaster, Ohio, has been named to succeed Robert Howey of Sycamore, Illinois, on the Editing-Managing Board of the Agricultural Education Magazine.

He will serve as the NVATA Special Representative for a three-year period. Paul was elected NVATA vice president of Region IV at the recent annual meeting in Atlantic City.

Mr. Mechling was reared on a farm in Ohio and was graduated from the Ohio State University in 1942. He received his Master of Science degree from O.S.U. in 1954. He has taught vocational agriculture in Ohio for 14 years. This is his sixth year in the Lancaster schools.

During the past five years, Mr. Mechling has served as Secretary-Treasurer, Vice President and President of the Ohio Vocational Agricultural Teachers' Association. He is President of the latter organization at the present time.

Tips that work - - -

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With the land ready for crops and livestock, next came the many decisions that were to be made: What crops to plant? What livestock to buy? When should these activities be carried out? Many a farm boy never gets to make an important decision of his own until he is farming for himself.

Our first crop was soybeans. The following practices were employed:

1. Fertilization needs, analysis and amount based on soil test taken by the boys
2. Time to seed
3. Variety to seed
4. Methods of inoculation and importance of inoculation
5. Plates to use in the planter for planting soybeans
6. Land preparation
7. Cultivation
8. Sale of soybeans on contract
9. Harvest of combining, and computation of loss by number of seeds lost per square foot.
10. Marketing

We have had hogs, sheep, bees, pasture, oats, wheat, corn, the setting out of 2,000 scotch pines for Christmas trees, and hay crops as parts of our farming program.

We have set up demonstrations for the community on our farm, and two boys were assigned the job of demon-

1956 Program of Work - - -

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has gone through several progressive stages. It is the plan of the committee to put this statement in final form for release during the present year of 1956. The final stage of the work of the committee on this statement this year contemplates submitting the tentative statement of Guiding Principles in the present latest form to the teacher trainers at each of the four regional conferences. A member of the Teacher Education Committee will present this report to each conference and outline to the teacher trainers present plans of the Teacher Education Committee for getting the critical view and report from all the teacher training departments in each region. The publication service of the A.V.A. has been requested to publish the final document on Guiding Principles Pertinent to Training Teachers of Vocational Agriculture in quantity sufficient for general distribution to all who might be interested in such a document. The committee plans to submit to the Agricultural Section of the A.V.A. at the 1956 annual meeting a final draft of this statement of guiding principles.

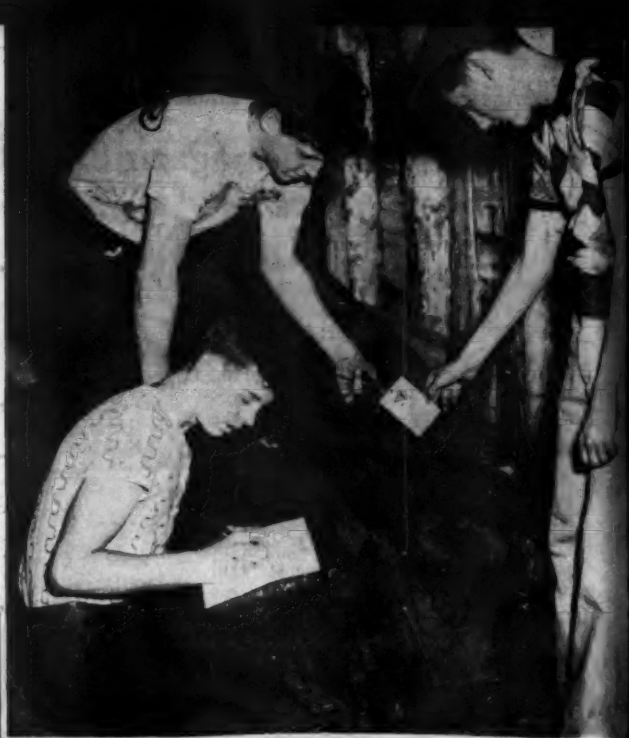
Respectively submitted,

R. W. Cline, Pacific Region
Harold Cushman, North Atlantic Region
Gordon Swanson (substituting for Milo J. Peterson) Central Region
H. E. Throckmorton, N.V.A.T.A.
V. G. Martin, Chairman

Man's greatest need is to learn.

Stories In Pictures

→ A 3-man team of the Morgantown, W. Va., FFA Chapter locates and marks hazards at a farm home. Recommendations are made for removal of each hazard and a copy of the findings is given to the farmer. This is one of the activities in the Chapter's farm safety project. (Photo furnished by Bond L. Bible, Adviser).



↑ Land Judging is one of the leadership training features provided at the West Virginia FFA Convention. The FFA members pictured above have won their respective Federation contests and are competing for a trip to Oklahoma and the National Land Judging Contest. The State contest is sponsored in West Virginia by the State Soil Conservation District Supervisors Association.



↑ The Arizona FFA Association makes good use of television. In this scene the Association officers of 1954-55 are being interviewed by Dick Bell (center) of KVAR. This provides desirable training for the officers and promotes public relations. (Photo furnished by Bob E. Taylor, State Adviser.)

↓ A Vo-Ag department uses an exhibit during American Education Week to serve the additional purpose of acquainting boys with the Vo-Ag program. This is an effective device for contributing to the guidance of boys who may be contemplating becoming Vo-Ag students. All schools in Chatham County, Georgia, participated in the American Education Week exhibit. Robert Young, Vo-Ag Instructor in Savannah, was the general chairman.

↓ Victor Cappucci, Regional FFA Star Farmer, North Atlantic Region, (second left), is presented with a calf by Al James of the Sears Roebuck Foundation. Presentation was made during the Governors' night program at the Eastern Exposition last September in Springfield, Mass. Charles Anken (left) and Brouillette, former National FFA Vice President and Secretary of New York Vermont respectfully, witness the presentation. Star State Farmers from the other states in the Region are in the background. The award was announced by Gov. Herter of Massachusetts.



